

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

GOOD

المعرفة  
Knowledge

## INSPECTION REPORT

2017-2018

Bradenton  
Preparatory  
Academy

Celebrating  
10 years of  
inspections

BRADENTON  
PREPARATORY ACADEMY

AMERICAN CURRICULUM

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## School information

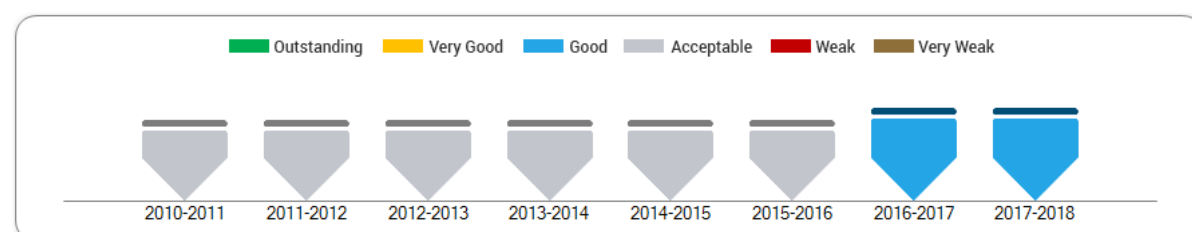
General information	
Location	Dubai Sports City
Type of school	Private
Opening year of school	2009
Website	www.dubaisportscity.ae
Telephone	048183600
Address	Dubai Sports City
Principal	Dan E. Young
Principal - Date appointed	8/1/2016
Language of instruction	English
Inspection dates	16 to 19 October 2017

Teachers / Support staff	
Number of teachers	86
Largest nationality group of teachers	USA
Number of teaching assistants	25
Teacher-student ratio	1:8
Number of guidance counsellors	4
Teacher turnover	34%

Students	
Gender of students	Boys and girls
Age range	4-18
Grades or year groups	KG 1-Grade 12
Number of students on roll	661
Number of children in pre-kindergarten	6
Number of Emirati students	9
Number of students with SEND	53
Largest nationality group of students	US

Curriculum	
Educational permit / License	US
Main curriculum	US / AERO
External tests and examinations	AP, MAP, SAT, PSAT
Accreditation	NEASC candidate
National Agenda benchmark tests	MAP

## School Journey for Bradenton Preparatory Academy



## 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

**Bradenton Preparatory Academy** was inspected by DSIB from 16 to 19 October 2017. 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

The principal and vice principal, with the invaluable support of the governing board, have led the school through a period of significant change. They have set a clear vision and direction for the school. They have recruited staff, provided professional development, introduced new systems and enhanced the facilities and resources. They have established a very effective partnership with parents. This is beginning to have a positive impact on students' achievements in some areas.

### Students' achievement

Students' progress in Islamic education has improved leading to better attainment in the high school. The rate of progress in science and in Arabic as an additional language in the middle school has also improved. However, Arabic as a first language remains weak in the middle and high schools. Attainment and progress in mathematics, and children's learning skills are now good in the Kindergarten (KG). In the other phases, students' learning skills are also good.

### Students' personal and social development, and their innovation skills

Students are respectful and very well-behaved. They work hard and their attendance is good. They know how to be fit and healthy. They have a good understanding of Islamic values, and their appreciation of Emirati culture and other world cultures is developing. School counsellors make a significant contribution to their communities. Students are aware of their responsibilities in caring for the environment.

### Teaching and assessment

The quality of teaching and assessment is very good in the KG and good in the other phases. Most teachers are secure in their subject knowledge and effectively engage students in their learning. In the best lessons, they promote a positive learning environment and use assessment information to provide appropriate challenge for students of all abilities. However, this is not consistent in all lessons and all subjects.

### Curriculum

The curriculum remains good in all phases. It is aligned to American Education Reaches Out (AERO) standards and to Next Generation Science Standards (NGSS) in science. New programs to develop students' reading, writing and mathematical skills have been implemented based on assessment information that identify these as skills needing improvement. Teachers' ability to modify the curriculum to meet the needs of students with additional needs is inconsistent.

### The protection, care, guidance and support of students

Arrangements for protecting students remain outstanding. All staff, including the newcomers, contribute to creating a safe and secure environment. Relationships between teachers and students are warm and based on mutual respect and trust. KG children are very well-supported. In the other phases, the quality of support for students with additional needs is very effective when provided by specialist staff.

### What the school does best

- Governors' and school leaders' vision for improvement, their high expectations for staff and students, and the systems, facilities and resources available to drive improvement
- The improvements in students' outcomes in Islamic education and science
- Students' behavior and attitudes to learning and their positive relationships with their teachers and each other
- The arrangements for safeguarding and protecting students and for promoting their health and fitness
- The very effective partnership with parents in support of their children's learning







### Key recommendations

- Improve students' attainment and progress in Arabic as a first language in the middle school, and their ability to learn independently and think critically by:
  - improving the consistency of high quality teaching and learning
  - accurately assessing students' skills and using this information to improve planning.
- Improve curriculum design, implementation and adaptation by:
  - enabling KG children to develop a broader range of skills
  - developing teachers' familiarity with the new curriculum in the other phases and ensuring that they plan effectively to meet the needs of students of all abilities.
- Ensure self-evaluation takes account of secure data and makes more accurate reference to the UAE inspection framework.
- Ensure all subject leaders develop their skills in monitoring the quality of teaching with a particular emphasis on students' progress in lessons and over time.

## Overall School Performance

Good

### 1. Students' Achievement

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

	KG	Elementary	Middle	High
Learning skills	Good ↓	Good	Good	Good



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

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

## 3. Teaching and assessment

	KG	Elementary	Middle	High
Teaching for effective learning	Very good	Good	Good	Good
Assessment	Very good	Good	Good	Good

## 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	Outstanding	Outstanding	Outstanding	Outstanding
Care and support	Very good	Good	Good	Good

## 6. Leadership and management

The effectiveness of leadership	Good
School self-evaluation and improvement planning	Good
Parents and the community	Very good ↑
Governance	Good ↑
Management, staffing, facilities and resources	Outstanding ↑



## 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 'Programme for International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.

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

**The following section focuses on the impact of the National Agenda Parameter in meeting the school's targets:**

- The school meets the registration requirements for the National Agenda Parameter.
- Students' attainment on the National Agenda parameter meets expectations in English, mathematics, and science.
- The school's action plan is focused well on the main elements of the UAE National Agenda. The goals, actions, success criteria and time frames of the action plan are logical and in line with expectations.
- The school analyzes the Measures of Academic Progress (MAP) data for individual and groups of students and shares the analyses with teachers. Teachers tracking of students' progress is inconsistent across the school.
- The school modifies the curriculum well, based on MAP and Cognitive Ability Test 4 (CAT4) results. Some examples include the increased focus on statistics in mathematics, reading in English, and investigative skills in science. Modifications are not evident in all lessons.
- Teachers use CAT4 data to identify students' strengths and weaknesses. In addition, information from MAP is used to group students in ways that enable them to support one another effectively.
- The school has used the MAP data about their students to monitor individual progress. Teachers provide students plenty of opportunities to pursue independent research and investigations and present their findings in class.

**Overall, the school's provision for achieving its National Agenda targets meets 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 prioritise 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 prioritise 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) Personalisation

- School leaders and governors are committed to raising Emirati students' achievement levels. Although the school has English as an Additional Language (EAL) teachers, meeting the specific needs of Emirati students is considered the responsibility of all staff. This new initiative is still not fully embedded into all teachers' practices.
- Senior leaders are aware of the underachievement of Emirati students based on the analyses of external assessments. Although heads of departments are aware of cohort performance, attention to Emiratis as a distinct cohort has not been a priority. There is, however, a school-wide initiative in place to raise all students' achievement levels.
- The school analyzes external assessments for all students and uses this information to help teachers plan lessons. However, not all teachers are skilled in modifying the curriculum and matching expectations to the needs of all students, including Emiratis.

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

### Moral Education

- A good start has been made in planning the curriculum to embrace the four pillars of moral education. However, the implementation of the curriculum is in the early stages of development.
- Teachers plan purposeful lessons around character traits and facilitate lively discussion. They provide activities that enable students to improve their communication and presentation skills.
- Students demonstrate an awareness of morality and behaviors. They are confident in presenting their ideas during lessons and through student-led assemblies.
- Rubrics aligned to each unit are in place. Assessment of the impact of moral education on how students feel, think and act is at an early stage of development.

**The school's implementation of the UAE moral education program is developing.**

### Social Studies

- UAE social studies is taught as a discrete subject in the elementary school and is integrated into other subjects, with discrete elements where appropriate, in the middle school.
- Teachers have secure subject knowledge and plan purposeful tasks to engage students. They provide opportunities for students to use learning technologies to develop their skills and deepen their understanding.
- Students demonstrate ability to inquire and work independently on research tasks. They work collaboratively and communicate their learning confidently to others.
- Teachers use formative assessment to assess students' understanding and skills. Assessment procedures in the middle school are being revised to ensure a more rigorous approach to assessing students' progress.

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




### Innovation in Education

- In the majority of lessons, students develop their critical thinking skills and actively use technology for a variety of reasons including research. They are increasingly able to solve real world problems.
- Prospective student counsellors run their own election campaigns. They make suggestions for school improvement and develop very effective skills and entrepreneurial awareness by raising funds for charitable causes.
- A large majority of teachers are skilful at promoting students' creative, critical thinking and problem-solving skills. They routinely use technology to engage and inform students.
- A range of extra-curricular activities enhances students' innovative skills. In lessons, teachers are becoming more adept at modifying the curriculum although this is not consistent.
- Leaders and governors are committed to innovative practices. The new innovation coordinator has a clear understanding of what needs to be done to ensure innovation is central to the school's next stage of development.

**The school's promotion of a culture of innovation is developing.**

## Main inspection report


### 1. Students' achievements

		KG	Elementary	Middle	High
	Attainment	Not applicable	Acceptable	Acceptable	Acceptable ↑
	Progress	Not applicable	Good ↑	Good ↑	Good ↑

- In all the three phases, students attain levels that are in line with curriculum expectations in terms of knowledge of Islamic concepts. The majority of students make significant progress, especially in the high school.
- Students' abilities to discuss Islamic concepts and relate them to their own lives, and their skills in recitation are strong. However, their abilities to make reference to the Holy Qur'an and Hadeeth are underdeveloped.
- Students' outcomes in the high school have significantly improved due to the level of challenge offered to them and due to the support they receive to deepen their understanding of Islamic laws and principles.

#### For development


- Enhance students' attainment levels in all areas of Islamic education.

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

- Students in elementary school respond to familiar questions and participate in discussions appropriately. However, middle and high school students rely too much on teachers' support to participate in extended speech.
- Students make acceptable progress in elementary school as measured from their starting points. Although students' writing is improving in the high school, elementary school students make better progress in writing skills due to the range of opportunities and the constructive feedback they receive from their teachers.
- Students' listening skills in all phases are in line with expectations. Students understand familiar classic Arabic speech and instructions. They read and understand familiar and extended texts in elementary school. They often require guidance in the middle and high schools to understand the content of any text they read.

#### For development

- Increase the opportunities for students to strengthen their speaking and writing skills in meaningful contexts in line with MoE expectations.


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

- Students in the elementary school show better skills in speaking than in the other phases. They respond appropriately to familiar questions. Students in the high school depend excessively on teacher support in extended speech.
- Most students make acceptable progress from their starting points. Their writing skills are underdeveloped due to the lack of opportunities and constructive feedback from their teachers.
- Students' listening skills are secure across the phases. Students understand familiar and simple classic Arabic speech. They read familiar short texts reasonably well but do not always understand their content without teacher help.

#### For development

- Increase the opportunities for students to practice their speaking and writing skills in meaningful contexts.




		KG	Elementary	Middle	High
English 	Attainment	Very good	Good	Good	Good
	Progress	Very good	Good	Good	Good

- Students in all phases speak with confidence about what they have learned. Children in the KG make very good progress in reading and writing. Assessment results show that students are less secure in their verbal reasoning skills and that the National Agenda target for reading is not met.
- Most students demonstrate strong critical thinking skills and use subject specific vocabulary in answering questions and in discussions and debates. Their writing skills are not as well developed because they do not have sufficient opportunities to practice formal and extended writing.
- The school has introduced reading and writing workshops to improve students' attainment and progress. Rubrics and target trackers have been implemented to support students' development and their understanding of their individual strengths and weaknesses.

#### For development


- Develop students' English language skills particularly their verbal reasoning and writing skills.

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

- Students' attainment and progress are now consistently good in all the phases. These have dropped in the KG because only a majority of children exceed expectations in their achievement. Many children, especially the more able ones, do not get enough opportunities that challenge them to make better progress.
- Children in the KG make good progress in counting, in understanding the concept of number and in recognising shapes. Elementary and middle school students are developing their confidence in problem-solving, data-handling and geometry. In the high school, students are challenged well and apply their knowledge in new situations.
- The use of external and internal data is having a positive impact on the teaching strategies and students' achievement in mathematics. The integration of technology has enhanced students' mathematical understanding and problem-solving skills.

#### For development

- Widen the range of teaching strategies to accommodate students' different learning styles and ability levels.

		KG	Elementary	Middle	High
Science 	Attainment	Good	Very good	Good	Good
	Progress	Good	Very good ↑	Very good ↑	Good

- There has been a significant improvement in science since the last inspection particularly in the elementary and middle phases. This is partly due to the effectiveness of the new teachers and the open-ended activities that are focused on design engineering.
- Students in all phases learn new scientific concepts through hands-on activities and investigations. KG children explore the world using their senses and use scientific vocabulary to describe it. They are developing the skills of observation and prediction.
- Elsewhere, students' strengths include their ability to extract information, use it to construct their understanding, and apply it to new settings. Students' attainment and progress levels are not reflected in earlier external assessment results. However, new science teachers are making a difference and improving students' progress.

#### For development

- Improve students' attainment levels in external assessments.

	KG	Elementary	Middle	High
Learning Skills	Good ↓	Good	Good	Good

- Most students are motivated, active and industrious learners. Classroom routines often facilitate students' taking ownership of and responsibility for their work. Children in the KG enjoy learning and show good levels of concentration. However, they do not have sufficient opportunities for self-directed learning and choice.
- Most students are aware of their progress and recognize areas for improvement. They can work independently and collaboratively in pairs or small groups. In the better lessons, investigation, critical thinking and reflection foster real world connections for them.
- Transparent tracking of students' progress and assessment data increases students' awareness and ownership of their learning. The technology-inspired curriculum supports students' learning and develops their investigative skills.

#### For development

- Provide opportunities that enable students to refine their skills of innovation, critical thinking, enquiry and enterprise.

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

	KG	Elementary	Middle	High
Personal development	Very good	Outstanding ↑	Outstanding ↑	Outstanding ↑

- In all the phases, students have very positive attitudes and show high level of responsibility towards each other. They understand the importance of having a bully-free campus. They are self-reliant when speaking in class and carry themselves with poise and confidence. This is especially strong in the upper three phases of the school.
- They are self-disciplined and work together to resolve differences. They are respectful and considerate of others while engaged in classroom activities and group work. They enjoy friendly and respectful relationships with members of staff.
- Students know a lot about healthy life styles and the benefits of eating properly and exercising regularly. They understand the importance of punctuality and good attendance and recognize the relationship between their attendance and achievement levels.

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

- Students demonstrate good understanding of Islamic values, and they apply it to their own lives. They show gratitude and empathy for the less fortunate through activities such as helping workers during Ramadan, raising money to purchase lanterns for a community in Kenya and replacing a library in Nepal.
- Students' understanding and appreciation of the Emirati culture is developing. They celebrate the UAE National Day and Flag Day. Members of the student council take part in the flag ceremony outside the school to show respect and gratitude to the UAE.
- Students are aware of their own culture. They show respect to other nationalities and religions in the school. They demonstrate interest in learning more about other cultures. Children in the KG celebrate the International Peace Day and the International Day.



	KG	Elementary	Middle	High
<b>Social responsibility and innovation skills</b>	Good	Good	Good	Good

- Students are aware of their roles in the local and the wider communities. Members of the student council make significant contributions to the school. They participate in projects such as the Ramadan Collection project, the Happiness Corners, and the Week Without Walls outreach program.
- Most students have a strong work ethic. Student leaders work closely with their faculty advisor, making innovative proposals to improve the school. Grade 5 students have held a "Marketplace" as part of a mathematics unit. They have designed items to sell and have studied the cost and profit margins around production and sales.
- Students demonstrate a secure understanding of environmental sustainability. They participate in some activities related to the environment, but do not regularly show initiative in leading environmental conservation projects and in spreading awareness across the school.

#### For development

- Encourage students to take the initiative in leading projects related to environmental sustainability.

### 3. Teaching and assessment

	KG	Elementary	Middle	High
<b>Teaching for effective learning</b>	Very good	Good	Good	Good

- The quality of teaching remains very good in the KG and good in the other phases. It is consistently strong in English and science in all the phases. It is less effective in other subjects, particularly in Arabic as an additional language.
- Most teachers are secure in their subject knowledge and have a good understanding of how students learn. They are skilled at prompting students' critical and higher-order thinking skills through purposeful questioning.
- In the best lessons, teachers create a positive learning environment, stimulate a high degree of student motivation and set high expectations. Some teachers do not take account of the range of students' abilities. Consequently, students do not always make the progress they are capable of.

	KG	Elementary	Middle	High
Assessment	Very good	Good	Good	Good

- There are effective assessment processes in place to enable staff to monitor students' progress in the classroom, to identify their strengths and weaknesses, and to modify teaching to meet their needs. This is a strength especially in the KG.
- There has been some success in reducing the gap between students' internal and external assessment data. The majority of teachers use students' learner profiles in planning their lessons to closely match their learning needs. This practice, is not consistent across the subjects and phases.
- As a result of weak results on the AP exams, the school is providing specific training for teachers in the high school. Assessment processes have not focused on students' progress from year to year and have not had a significant impact on improving students' progress in all subjects.

#### For development

- Ensure that assessment processes are consistent in all subjects and that they track the progress of groups of students from year to year.

## 4. Curriculum

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

- The curriculum is broad, balanced and aligned to AERO standards in most subjects. It is aligned to NGSS in science. It aims to develop students who are thinkers, communicators and active in their learning. Cross-curricular links are features of most lessons and enable students to make connections to their learning.
- New programs to develop students' reading, writing and mathematical skills are in place in response to assessment data that have revealed these as areas for improvement.
- Teachers use a curriculum mapping portal effectively to develop the scope and sequence of the curriculum and to plan their lessons. Overall, this is not having an impact on students' outcomes because only few teachers have a secure understanding of the effectiveness of the portal.

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

- Teachers' ability to modify lessons appropriately to meet the needs of all students has improved in the middle and high schools. It is, however, still inconsistent across the subjects. This is an area that has declined in the KG.
- Students engage in some enrichment and entrepreneurial projects during and after school. They develop innovative thinking in cross-curricular activities that incorporate problem-solving, critical thinking and the use of technology.
- Exposure to the Arabic culture is variable in daily lessons. Holidays and feasts are celebrated as school-wide events, but insufficient attention is given to develop, through them, students' knowledge and understanding of the UAE culture.
- Arabic is taught in the KG through five, 20 minute sessions per week during which children are introduced to Arabic sounds and letters.

#### For development

- Modify the curriculum to consistently address the specific learning 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	Outstanding	Outstanding	Outstanding	Outstanding

- Arrangements for protecting and safeguarding students remain outstanding across the school. Students and staff know the child protection policy in place very well and adhere to it.
- Improvements have been made to ensure the campus is even safer and more secure. Supervision of students is very effective. Arrival and dismissal of students is well-organized and orderly. Ramps and lifts facilitate easy access for all.
- The school promotes healthy lifestyles very well. The food offerings in the canteen are healthy. Health-related records are kept on every student. Medications are properly stored and administered. The school has a full-time nurse, a full-time assistant nurse, and a part-time doctor.



	KG	Elementary	Middle	High
Care and support	Very good	Good	Good	Good

- Relationships throughout the school are very positive and students' behavior and attendance are managed well. KG children are cared for very well, and they settle into routines very quickly.
- The school is inclusive, and the systems for identifying students with special educational needs and disabilities (SEND) are thorough. Gifted and talented students are also identified. The quality of support for students is variable in lessons but is very effective when provided by specialist staff.
- School counsellors effectively support students' personal and social development. Students are guided in submitting college applications and in making life choices. They receive increasing support throughout their high school years.

#### For development

- Improve the quality of support in whole-class lessons for students with additional needs, including those who are gifted and talented.

## Inclusion of students with SEND (Students of determination)

### Provision and outcomes for students with SEND

Good

- The Inclusion Champion implements the school's inclusive education improvement plan with the support of the governor for inclusive education. The inclusion policy outlines the roles and responsibilities for all staff.
- The identification of students with SEND occurs at entry through testing or as a result of tiered intervention and support.
- Parents express their appreciation of the attention given to their children, the ongoing support they receive from student support services, and the frequent updates on their children's progress. They value the workshops that help them increase their understanding of the strategies to support their children at home.
- Specialist staff provide effective intervention strategies for students in accordance with their Individual Education Plans (IEPs). Many classroom teachers address the learning needs of students with SEND in the classroom, but few provide them with sufficiently effective support that accelerates their progress and maximizes their learning potential.
- Most students with SEND make only the expected progress because many teachers do not provide appropriate challenge, and are not secure in making the necessary adaptations to overcome the barriers to students' learning.

### For development

- Ensure the early identification of children in the KG by using a range of diagnostic tests to identify their specific needs.
- Support teachers to make the necessary adaptations which remove barriers to learning and provide the necessary level of challenge.

## 6. Leadership and management

The effectiveness of leadership	Good
School self-evaluation and improvement planning	Good
Parents and the community	Very good ↑
Governance	Good ↑
Management, staffing, facilities and resources	Outstanding ↑

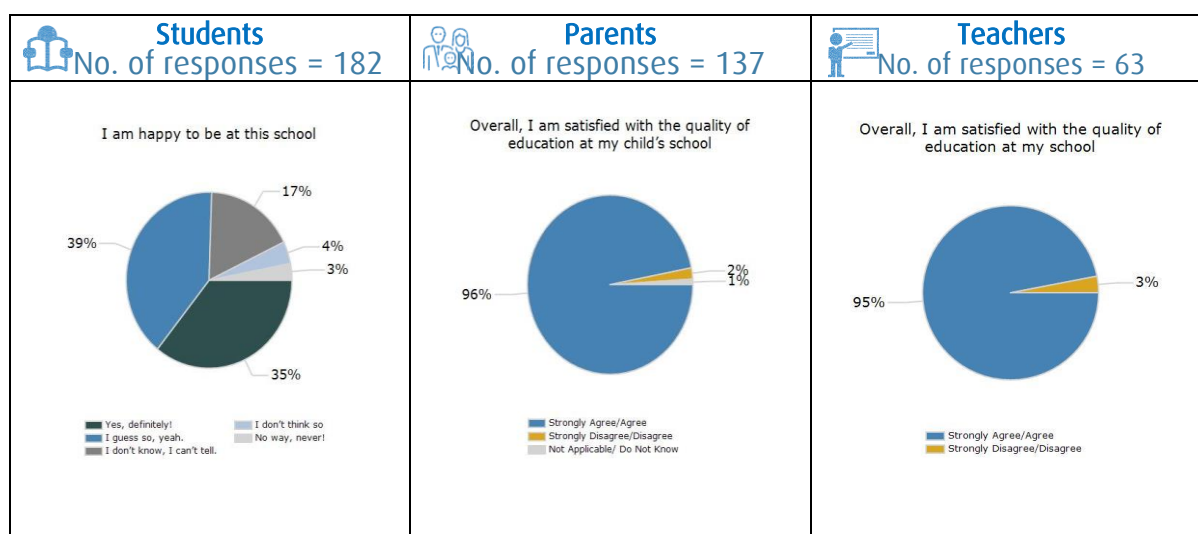
- School leaders have a clear vision for improvement which is shared with all members of the school community. Relationships are warm and professional and teachers respond well to feedback, which is beginning to have a positive impact on students' achievements in some subjects. The school has a good capacity to sustain improvement in the future, which is evident in the improvements made in a relatively short period of time.
- The analyses of internal and external data have improved. Performance management is effective in most cases and most middle leaders are skilled in observing lessons. In some cases, they do not make accurate judgements about students' progress. School improvement plans are beginning to have a positive impact on students' outcomes most noticeably in Islamic education and science. However, there is insufficient improvement in Arabic.
- The school is very successful in engaging parents in the life of the school. Communication systems are very effective. Progress reports are detailed, comprehensive and personalized. Links with a range of local, national and international communities enhance students' learning experiences and their understanding of citizenship.
- Governance includes representatives from most stakeholders and their views are taken into account. The board has taken decisive action to recruit effective leaders and teachers and has invested heavily in professional development, facilities and resources. They are aware that there is still more to be done especially with regard to the quality of teaching and students' achievements.
- The school runs very smoothly every day. Displays and timely announcements provide students and staff with useful information and updates. The number of staff is more than adequate for the number of students on roll. The enhanced premises and facilities are exceptionally well-maintained. Access to the buildings is suitable for all learners. Resources are plentiful and of a high quality.




### For development

- Ensure middle leaders can evaluate students' progress accurately in lessons and can provide accurate feedback to teachers on the quality of their work.

## 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.



 <b>Students</b>	Students who responded to the survey are generally very positive about the school. They have some concerns about reading in Arabic, their involvement in decision-making, opportunities for them to develop leadership skills, the quality of careers guidance, and teachers' knowledge of students' strengths and weaknesses. There are also some specific comments about the teaching of Arabic, bullying and the quality of the food provided.
 <b>Parents</b>	Most parents who responded to the survey are positive about the school. They express some specific concerns about promoting literacy in Arabic, reading for pleasure at home, the range of available extra-curricular activities, older students' careers guidance and behaviour management at school.
 <b>Teachers</b>	Survey results show teachers are overwhelmingly positive about the school. They have some concerns about the quality of careers guidance, the range of professional development offered, and the provision for older students who are new to the UAE or new to Arabic.



## 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](mailto:inspection@khda.gov.ae)