

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

Inspection Report 2018-2019

**Al Mizhar American
Academy School**

11 YEARS OF INSPECTIONS

Good

Curriculum
US



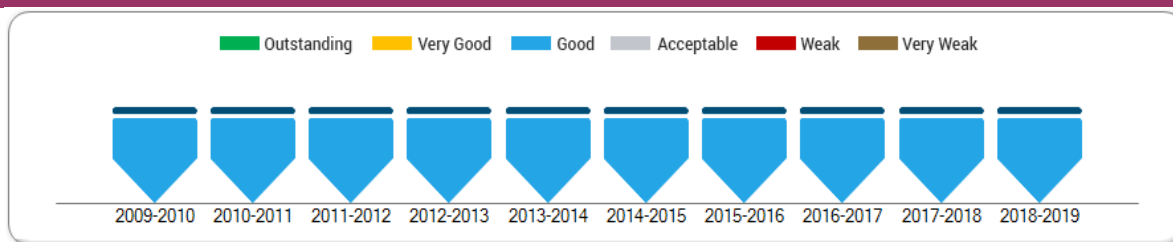
Contents

Contents.....	2
School Information.....	3
Summary of Inspection Findings 2018-2019	4
Overall School Performance	6
National Priorities.....	8
National Agenda Parameter	8
Reading Across the Curriculum.....	9
UAE Social Studies.....	9
Innovation.....	9
Main Inspection Report.....	10
The Views of Parents and Senior Students.....	20

School Information

General Information	 Location	Al Mizhar
	 Opening year of School	2005
	 Website	http://www.americanacademy.ae
	 Telephone	042887250
	 Principal	Bridget Justen
	 Principal - Date appointed	08/01/2015
	 Language of Instruction	English
Students	 Inspection Dates:	05 to 08 November 2018
	 Gender of students	Boys and girls
	 Age range	3-18
	 Grades or year groups	Kindergarten-Grade 12
	 Number of students on roll	617
	 Number of Emirati students	485
	 Number of students of determination	30
Teachers	 Largest nationality group of students	Emirati
	 Number of teachers	58
	 Largest nationality group of teachers	American
	 Number of teaching assistants	19
	 Teacher-student ratio	1:11
	 Number of guidance counsellors	1
Curriculum	 Teacher turnover	31%
	 Educational Permit/ License	US
	 Main Curriculum	US/Kansas State Standards
	 External Tests and Examinations	MAP, CAT4, SAT1
	 Accreditation	NEASC
	 National Agenda Benchmark Tests	CAT 4, MAP, IBT Arabic

School Journey for Al Mizhar American Academy School



Summary of Inspection Findings 2018-2019

The overall quality of education provided by the school is **good**. The section below summarizes the inspection findings for students' outcomes, provision and leadership.

Students' Outcomes

- Attainment in Kindergarten (KG) is good in English, mathematics and science, and progress very good in English and mathematics. In Arabic as a first language, attainment and progress remain acceptable in middle and high school; attainment in Arabic as an additional language is stronger. Attainment in Islamic education is good across all phases, with very good progress in elementary and high schools. Attainment in mathematics in Elementary is improving. In elementary, middle and high schools, attainment and progress in English and science are good. Students collaborate well in a range of learning situations
- Students have responsible attitudes, very good behavior, and put into practice Islamic values in their daily lives. They have a positive work ethic, are willing to be innovative, and take part in projects that contribute effectively to a sustainable environment. Attendance is improving. Students listen to advice on promoting their well-being.

Provision for learners

- Teaching and assessment are good. Assessment data are used most accurately in KG. Teachers' planning requires greater focus on balancing the learning activities to meet the needs of all students effectively. Teachers provide personalized feedback, and students assess their own learning. The school's understanding of the value and necessity of linking internal assessment and external benchmarks is developing.
- The Kansas State Standards are met through a curriculum planned to enable a smooth transition between the phases. The addition of the 'Eureka' mathematics program further strengthens delivery of the curriculum. The involvement of students in social studies enriches their experience of Islamic values, Emirati culture and UAE society.
- The school has outstanding arrangements to ensure a fully safe, healthy and secure environment. The inclusion of and care for students of determination is good, and welcomed by parents. Academic guidance and career support need to match and recognize the high expectations of senior students.

Leadership and management

- Leaders are committed to an inclusive model of education. The roles and responsibilities of all leaders require greater clarification. Self-evaluation, to improve Arabic especially, is underdeveloped. Parents have very high expectations. Contribution to the community is valued as an intrinsic part of school life. Governors are committed to improving levels of monitoring and holding the school accountable for students' outcomes.

What the School does Best:

- The outstanding arrangements for health and safety, the suitability of the premises, and the high quality of resources for students
- Students' positive behavior, their empathy to the needs and differences of others, and their deep understanding of Islamic values
- The very good quality of provision in KG, where a personalized approach to teaching and learning underpins daily interactions

Key Recommendations:

- Improve teaching in Arabic, and all other subjects, by sharing best practice in order to inspire a more creative and engaging learning environment that leads to better outcomes.
- Establish a leadership structure that clearly defines roles and responsibilities, so as to ensure that the school's vision for staff and students is promoted in a more complete manner.
- Governors should support and hold leaders to account for more effective use of data, for improving the quality of teaching and learning, and for more rigorous monitoring of students' outcomes.

Overall School Performance

Good

1. Students' Achievement

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

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

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

3. Teaching and assessment

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

6. Leadership and management

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

For further information regarding the inspection process, please look at **UAE School Inspection Framework**.

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. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets.

The following section focuses on the success of the school in meeting the National Agenda Parameter targets:

Registration requirements

The school meets the registration requirements for the National Agenda Parameter (NAP) for the academic year 2018-2019.

School's progression in international assessments

is approaching expectations

- While improvement has been slower than hoped, TIMSS results are encouraging and are above the center point for the international cohort. PISA results are a more disappointing story. Students did not reach targets in math, science, or reading. In fact scores over 2 administrations of PISA, in 2011 and 2015 actually declined in both science and reading. Conversely, students improved significantly over two administrations of the PIRLS assessment, moving from 509 in 2011 to 533 in 2016. Finally, MAP data improved slightly in math and science but declined in English on the Spring 2018 administration. Almost all results on MAP still remain in the 'weak' category.

The impact of leadership

is approaching expectations

- The school leaders carefully analyzed all available student data including measured potential from CAT4. They developed a NAP Action Plan which includes all subject areas in the improvement process. Teachers are much more aware of what the data reveals about individual and groups of students. However, improved students' outcomes are slow to evolve.

The impact on learning

is approaching expectations

- More students employ technology as a learning tool. More teachers recognize that technology gives students the opportunity to investigate independently. A minority of teachers prepare thoughtful questions about challenging issues that encourage students to extract information from texts, analyze the content, and report and defend their findings. While these lessons are not seen consistently, the seeds of innovative lesson planning have been planted.

Overall, the school's progression to achieve its UAE National Agenda targets is approaching expectations.

For Development:

- Prepare students more thoroughly for all NAP examinations, and ensure the environment allows them to perform at their best.
- In planning lessons give greater focus on improving NAP outcomes, and ensure better monitoring by leaders of the effectiveness and quality of teaching.

Reading Across the Curriculum

- Reading results in 2018 dropped significantly in Grades 3 to 7. Students are improving their fluency and reading aloud, with the support of a 'Reading Workshop'.
- Younger children know one or two strategies for decoding unfamiliar text. Middle school students are able to use highlighting as a strategy.
- The newly appointed librarian is writing a new policy, however, she does not have responsibility for supporting the school's reading program. Grades 9 to 12 have no formal library time.
- Leaders are aware of the importance of reading across the curriculum. Key changes in personnel present a challenge for ensuring a whole-school vision for reading.

The school's provision, leading to raised outcomes in reading across the curriculum, is developing.

For Development:

- Prioritize a whole-school policy that identifies reading as an intrinsic feature of school life.
- Allow time for the librarian, language departments, and the literacy coordinator to establish a creative reading environment that includes the support of parents.

UAE Social Studies

- The school offers the UAE social studies curriculum as a stand-alone subject. Cross-curricular links help students to relate the topics to their other subjects.
- Teachers successfully engage students in their learning. Lessons are interesting and challenge students to think creatively, drawing from their own knowledge of the topics.
- Students work independently and in groups during lessons, and willingly share their understanding of the UAE. They use technology to research and enrich their projects.
- Students are assessed using rubrics designed for self, peer and teacher assessment. Teachers effectively use research papers, presentations and projects to assess students' progress.

The school's implementation of the UAE social studies program meets expectations.

Innovation

- Most students have a strong work ethic and can problem-solve, discuss and investigate. In better lessons, project-based learning supports students' innovative and creative ways of thinking.
- Annual trips to support the environment and less-fortunate communities in foreign destinations, extend students' vision, raise their commitment to the world community, and enable them to focus on projects for the benefit of others.
- Teachers promote and use technology to support independent learning, research skills and creativity in all phases.
- The curriculum provides opportunities for students to follow their interests, as well as to improve their test-taking skills through the online program for MAP.
- A program where students can practice leadership skills is gaining momentum. Leaders encourage entrepreneurship, such as in Grade 2, where students set up a 'Fairy Tale Market' to sell cakes.

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

Main Inspection Report

1. Students' Achievement

Islamic Education

	KG	Elementary	Middle	High
Attainment	Not applicable	Good	Good	Good
Progress	Not applicable	Very good	Good	Very good

- Internal data indicates at least good attainment in all phases. During lessons and in demonstrated in their work, the majority of students attain above curriculum standards in understanding Islamic worship and Fiqh topics.
- Research skills and reference to the Holy Qur'an and Hadeeth are consistently strong in the high school. In middle school, students confidently link their knowledge to their own life. Students in the high school demonstrate confidence when discussing Islamic concepts, while in elementary school they put into practice what they learn about Islamic worship.
- Due to effective use of a progress tracker, students in all phases make significant improvement in memorizing the Holy Qur'an and in applying recitation rules. Students' valuable contribution to group discussions reflects effective differentiation based on CAT4 data. Knowledge about Seerah and major events in Islam is steadily improving.

For Development:

- Secure better levels of achievement by ensuring that students have a more confident knowledge of Seerah and major events in Islam across all phases.

Arabic as a First Language

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

- Most students' achievement in the upper phases is in line with age-level curriculum standards. In elementary school, the quality of a majority of students' work in lessons, test results and written work is better than in the higher phases. In all phases, students learn more when engaged in group tasks. Higher achievers make the best progress as they are fully engaged in the lessons.
- Students demonstrate secure competencies when reading aloud. They are attentive to punctuation and can moderate their tone. Their speaking skills are less effective. Younger students are better at demonstrating their overall language learning skills than older students.

- UAE culture is introduced in many lessons. Projects motivate students to read, including 'Book Week' when authors and publishers attend. Digital reading, such as 'Asafeer', is conducted and checked using online communications, and has improved reading fluency and comprehension skills.

For Development:

- Improve all students' engagement in lessons by providing greater challenge.
- Improve speaking and writing skills to accelerate progress in students' language acquisition skills.

Arabic as an Additional Language

	KG	Elementary	Middle	High
Attainment	Not applicable	Very good	Good	Good
Progress	Not applicable	Very good	Good	Good

- The majority of students demonstrate appropriate attainment and progress when compared to their starting points in the upper phases. They are positively engaged and show interest in learning, even in the less effective tasks. In elementary school, students are even more enthusiastic about learning Arabic as an additional language, resulting in even better levels of attainment and progress.
- Students' attainment in lessons is less secure when students attempt to communicate using full sentences with correct grammar. However, most students compose correctly formed, short sentences based on their own experience, using common and a few challenging new words. Reading and listening skills are the most developed.
- Opportunities involving different learning styles, offered in connection with CAT4 results, have a positive impact on learning and on students' interest. The use of visual aids and technology enhances students' engagement and progress in learning Arabic.

For Development:

- Improve the use of effective modern foreign language learning strategies to meet students' learning styles, and raise students' speaking skills to more complex levels, such as story-telling.

English

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

- In KG children begin with variable levels of English, but by the end of KG2 they use language well. Across other phases students show skills and understanding at a higher level in lessons and in their work than demonstrated on standardized assessments.
- Students in all phases are actively involved in building skills in reading and writing. Younger students' listening and speaking skills are developing well in activities, allowing them to discuss, explain and describe. Older students use language effectively to demonstrate different perspectives, both orally and in writing.

- There is enthusiasm and active involvement in reading in many classes that augurs well for improved literacy skills across subjects, as students read information and narrative texts in depth. Debate and justifying different points of view are promising features in some classes.

For Development:

- Accelerated achievement in reading through detailed analysis of the external assessment results, to determine weaker domains, and create opportunities to increase their skills in the identified weaker areas.
- Put in place a systematic, whole-school approach to language development that benefits students in both English and Arabic as a first language.

Mathematics

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

- Attainment for a majority of children and students, is higher in KG and elementary phase than upper phases, as evidenced by classroom observations and work scrutiny. By the end of elementary school, a majority of students reach higher than expected levels. In middle and high school phases, attainment varies but progress overall is better than expected.
- Children and students develop mental mathematics skills and number sense in KG and elementary phases. They make strong progress in calculations and the recall of number facts. In the elementary phase, and to a lesser extent the higher phases, problem solving and critical thinking, as well as the application of skills in unfamiliar contexts, are developing.
- Teachers' expectations and their presentation of sufficiently challenging work is inconsistent, particularly in middle and high phases, and this restricts attainment levels. Verbal reasoning, critical thinking and problem solving are not consistently developed.

For Development:

- Provide appropriate challenge and accelerate achievement by using the information available from external and internal assessments to direct students to the most appropriate activities and tasks.

Science

	KG	Elementary	Middle	High
Attainment	Good	Good	Good	Good
Progress	Good	Good	Good	Good

- The majority of students in all phases achieve above the expectations of the Next Generation Science Standards. The achievement of students in elementary, middle, and high school phases is limited by lack of adequate rigor in some lessons.
- A majority of students develop sound laboratory skills due to lessons that consistently include hands-on experiences. In the KG children have individual choice and can discover aspects of the natural world.
- Across all phases additional resources provide new opportunities for students to employ the steps of the scientific method. A majority can hypothesize, experiment, examine data, and present and defend their conclusions.

For Development:

- Increase the level of rigor in all science lessons by planning and delivering lessons centered on challenging activities aligned to benchmark assessments.

Learning Skills

	KG	Elementary	Middle	High
Learning skills	Very good	Good	Good	Good

- Across all phases, students are motivated, respectful and enthusiastic in their learning. This is a particularly positive feature in KG. Across all phases, students are consistently able to apply elements of their learning and understanding to their experience of the wider world.
- Students collaborate effectively in pairs or small groups. They share ideas and opinions in self and peer assessment. Students can effectively communicate their learning through dialogue with their teachers and fellow students in respectful classroom environments.
- Students in elementary, middle and high school phases take increasing responsibility for their learning through exposure to a variety of technology platforms. Innovation skills are slowly developing.

For Development:

- Give greater focus to developing students' enterprise and innovation skills, as important learning tools for a changing world.

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

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

- A large majority of students have positive and responsible attitudes. They are engaged in their learning during most lessons and learn with little supervision. They appreciate receiving feedback from their teachers and peers.
- Students are keen to help one another. Senior students care for younger children and support their peers who are students of determination. The positive behavior across all phases helps to make the school a happy and safe place to learn.
- Students show a commitment to safe and healthy living. They participate in a number of sports, and expect healthy nutrition options from the school canteen. Children in the KG know which foods are healthy and make sensible choices. Punctuality on arrival to school and to some lessons is slowly improving.

	KG	Elementary	Middle	High
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Very good	Very good	Very good

- A large majority of students in all phases have a strong appreciation of Islamic values such as honesty and helping people. In KG children show age-appropriate understanding of family values and friendship.
- Students in elementary, middle and high school phases are effectively involved in activities and competitions such as the Taaleem Holy Qur'an competition. They sustain their respect for traditions and their roots. They demonstrate an open-mindedness when embracing and exploring cultural diversity, especially through art and music activities.
- Students, especially in the high school phase, are knowledgeable about the UAE leaders' vision and future goals. The displays and quotes across the school demonstrate a rich knowledge and experience of culture and civilizations from around the world.

	KG	Elementary	Middle	High
Social responsibility and innovation skills	Very good	Good	Good	Very good

- Participation in charity and community projects enables students to develop a sense of civic responsibility and empathy towards other students, and to the world community.
- Positive attitudes, perseverance and a commitment to succeed foster students' reliability and resilience. They actively participate in projects and activities. Student council members consistently work to develop ideas into projects.
- Students speak passionately about the environment and are proud of their commitment. They support sustainability within the school, the community and the wider world. Innovation and entrepreneurship skills are underdeveloped.

For Development:

- Develop students' innovation and entrepreneurial skills by providing forums in which students have the opportunity to discuss, create and bring ideas to fruition.

3. Teaching and assessment

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

- Teachers have a thorough knowledge of their subject, and deliver knowledge and skills clearly and confidently. There are improvements in aspects of teaching across all key subjects and in all phases. By Grade 12, this is reflected in students' confidence, with reduced reliance on teachers.
- Teachers' courteous and sensitive interactions ensure that students are willing, responsive and engaged learners. The use of creative technology tools and a student management system enable students' access to appropriate high-quality resources.
- Teachers' understanding of how students learn, including the importance of verbal reasoning, is improving. Teachers are exploring new approaches to teaching, including combining formative assessment and higher order questioning skills. Improvements to the planning and pace of lessons result in some gains in students' progress.

	KG	Elementary	Middle	High
Assessment	Very good	Good	Good	Good

- Assessment in KG is more effective than in other phases, where it occurs moment by moment, and outcomes are relayed to parents in real time. Teachers in KG catalogue achievement weekly, and introduce interventions immediately to resolve areas in which children have not demonstrated curriculum mastery.
- Students in elementary, middle, and high school phases perform well on the various components that make up internal assessments. International benchmark assessments do not confirm the accuracy of attainment indicated by internal assessments.
- The more frequent use of rubrics for evaluation and project design has strengthened the level of rigor. Rubrics identify what high quality academic outcomes look like and encourage students to pursue academic excellence.

For Development:

- Review internal summative and formative assessments with a goal of matching outcomes with international benchmarks.

4. Curriculum

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

- Curriculum implementation is comprehensive and adheres to the Kansas State Standards. Planned progression enables smooth transitions within and between phases. The addition of the 'Eureka' mathematics program complements and strengthens existing standards.
- Utilization of the Atlas Rubicon management system from KG to Grade 5 ensures a continuity of curriculum alignment. More consistent use of this tool in the upper grades could support the unification and strengthening the curriculum at this level.
- The adoption of the online portal, iCademy, allows Grade 12 students to access to college level courses and curricular options. The school has yet to assess the impact of the various new programs on students' learning.
- Moral education is an integral part of the curriculum, with discrete lessons incorporated for all students from grades 1 to 12.

	KG	Elementary	Middle	High
Curriculum adaptation	Good	Good	Good	Good

- Additions to the curriculum across all phases add stimulating learning experiences that challenge and engage most students. They include classes and activities which recognize the learning needs of students, especially students of determination.
- Opportunities for students to be involved in leadership and experiential activities have increased due to the focus on an inclusive and well-rounded vision of the school. This is beginning to have some impact on developing students' innovation and entrepreneurial skills.
- Students' exposure to Emirati culture and UAE society occurs in daily Islamic education, Arabic language, and social studies lessons. Planned links are also evident in core subject areas. Students and staff join school-wide celebrations that celebrate the history of the UAE.
- Arabic is taught in KG through daily 45-minute lessons.

For Development:

- Develop the understanding and use of reading strategies by students, including specific mathematics and science vocabulary, to improve students' access to the curriculum and to ensure greater success in external assessments.

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

- The premises are safe, secure and fully accessible to all, including for students of determination. Child welfare is a priority of the school and is supported by well-trained staff who share a strong ethos of health and safety. Students feel at ease in a secure environment.
- The school promotes healthy behaviors among students, especially with regard to healthy eating and exercise. Staff carefully supervise students' individual health needs. Records are comprehensive, and procedures are well known. Incidents are handled effectively, using established protocols. Cyber safety is promoted throughout the school.
- The school effectively promotes health and safety and has made a number of improvements. They include additional safety devices, a new bus card system, the monitoring devices for air quality, and a 'Code Blue' emergency management response system supervised by appropriately trained personnel.

	KG	Elementary	Middle	High
Care and support	Good	Good	Good	Good

- Teachers know their students well and respond positively to their social and academic needs. Behavior management is strong. Punctuality to school and to lessons continues to be an issue which at times leads to interrupted learning.
- The identification of students of determination is effective, and leads to timely and targeted interventions. Most students make consistent progress. Students with gifts and talents are not well identified or supported.
- The guidance counselor monitors personal well-being and academic progress effectively. Students in the high school phase appreciate the advice and guidance which they receive regarding their future career readiness and pathways. The academic guidance and career support do not recognize or match the high expectations of senior students and their parents.

For Development:

- Instigate a more effective identification and support system for students with gifts and talents.
- Ensure that academic guidance and career support recognize and match the high expectations of senior students and their parents.

Inclusion of students of determination

Provision and outcomes for students of determination

Good

- Leaders are committed to the inclusion of students of determination. The newly appointed leader is effectively guiding and supporting interventions across all phases.
- Students identified with wide-ranging needs and abilities are welcomed. Those with mobility challenges can access all areas of the school.
- Parents appreciate the high levels of support on offer for their children. Families are provided with frequent and detailed communication to support progress and manage social, emotional and personal issues.
- Teachers' planning is at times individualized and efforts are made to modify the curriculum. Support and advice are readily available, ensuring that next steps in learning are achieved.
- The tracking of students' achievement is developing. An online system of tracking is now in place.

For Development:

- Ensure that the rigorous analysis of assessment data, both internal and external, is used to plan effective targets for students of determination, with appropriate intervention strategies devised in order to meet the individual needs of all students.

6. Leadership and management

The effectiveness of leadership

Good

School self-evaluation and improvement planning

Good

Parents and the community

Outstanding

Governance

Acceptable

Management, staffing, facilities and resources

Very good

- Leaders are committed to inclusive education, and the school is compliant with statutory requirements. The school's distributive leadership model is a recent development. Roles and responsibilities require greater clarification to ensure the implementation of best practices in teaching, learning and assessment, and clear accountabilities for improved student outcomes.
- The most recent school improvement planning focuses on the holistic and academic needs of students. However, the identification of key priorities in teaching and learning, and the procedures to ensure improvements in Arabic language, are underdeveloped. The school has yet to establish a systematic process to respond strategically to what students, parents and teachers consider to be the school's areas for development.
- Partnership with parents is very important to the school. Steps are being taken to engage a broad section of parents. The Parents' Committee, in particular, has high expectations for the school's commitment to students. Many parents now regard communication as a strength of the school, and appreciate its multiple pathways, including digital communication platforms. Contributions to the community are valued as an essential aspect of each student's overall education.

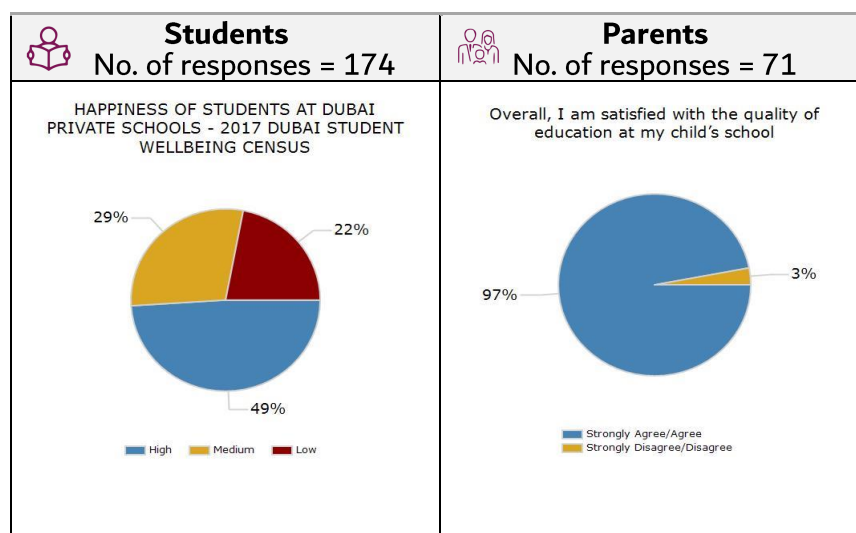
- The governance of the school now has more representatives of all stakeholders. Generous resources have been made available, including additional staffing. A more rigorous process of monitoring teaching, learning and students' outcomes is a stated objective of school planning and development. Governors are committed to establishing and achieving greater levels of accountability, further improving communication systems and exerting a positive influence on the school's development.
- The school is well managed and operates effectively. Teachers are appropriately qualified and benefit from professional development opportunities in teaching and learning, assessment, and leadership. Ample resources and modern facilities provide staff and students with a very positive learning environment. Building the capacity to innovate and improve is still a challenge for the school, due to regular staff changes in key positions.

For Development:

- Embed the new model of distributive leadership, and ensure that all roles and responsibilities are understood and implemented.
- Ensure there is a consistent communication strategy which informs the whole school community of the school's strengths and areas for development.
- Review the work-load of key staff to support better student achievement and enhance their well-being.

The Views of Parents and Senior Students

Before the inspection, the views of parents and senior students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements.



 Students	The Wellbeing Census contains some insight into areas of personal concern for students and is reflected in negative commentary, especially in terms of the amount of homework given. Going to bed quite late at night is a common occurrence. Students mention being tired due to long journeys to school. The majority feel safe, and enjoy courteous and supportive relationships with teachers.
 Parents	Parents' satisfaction with the quality of education is mixed. Parents who are very involved in school matters have very positive experiences. A minority of parents would like closer links with teachers, a more stable work force, and new students to be made more welcome. Parents agree that their children are happy, and make good progress. The inspection findings generally agree with these views.

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