



المعرفة
Knowledge



AMERICAN INTERNATIONAL SCHOOL

US CURRICULUM

GOOD

DUBAI FOCUS AREAS

INCLUSIVE EDUCATION



GOOD

WELLBEING



GOOD

NATIONAL AGENDA PARAMETER



ACCEPTABLE

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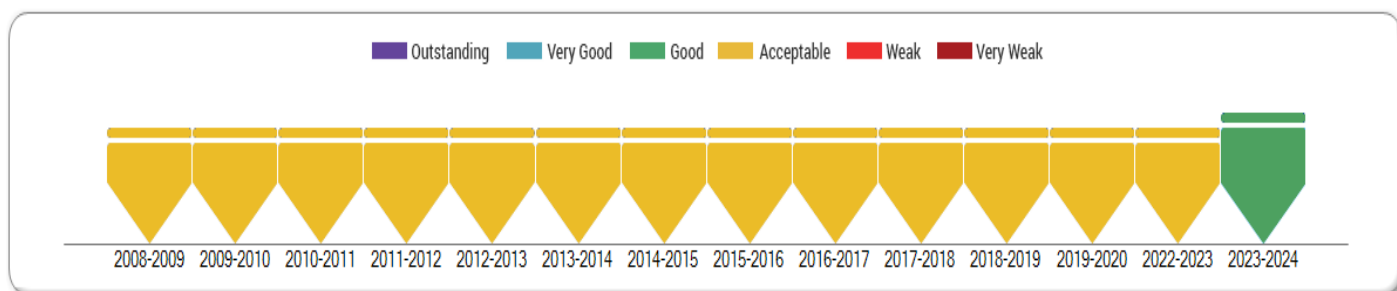
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SCHOOL INFORMATION

 GENERAL INFORMATION	 Location	Al Qusais
	 Opening year of school	2003
	 Website	www.aisch.ae
	 Telephone	+97142540509
	 Principal	Layne Barry Hunt
	 Principal - date appointed	1/8/2023
	 Language of instruction	English
	 Inspection dates	22 to 26 January 2024
 STUDENTS	 Gender of students	Boys and girls
	 Age range	4 to 18
	 Grades or year groups	KG 1 to Grade 12
	 Number of students on roll	2725
	 Number of Emirati students	86
	 Number of students of determination	197
	 Largest nationality group of students	Arabic
 TEACHERS	 Number of teachers	151
	 Largest nationality group of teachers	Egyptian
	 Number of teaching assistants	10
	 Number of guidance counsellors	2
 CURRICULUM	 Curriculum	US
	 External Curriculum Examinations	California
	 Accreditation	NEASC

School Journey for AMERICAN INTERNATIONAL SCHOOL



SUMMARY OF INSPECTION FINDINGS 2023-2024



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

Students Outcomes

- Children's achievement in the Kindergarten (KG) continues to be good with improvements in Elementary in English and mathematics. In Middle and High, achievement in mathematics is acceptable, as is progress in Islamic Education and attainment in Arabic as an additional language. In the other core subject's achievement continues to be good. Learning skills are good in all phases.
- Across the school, students behave very well. They are respectful to one another and to their teachers. Attendance and punctuality have improved slightly this year, although they are still low, and a significant number of students are late at the start of the school day. Middle and high school students have an excellent understanding of entrepreneurship, with some already involved in business enterprises and many initiating innovative projects.

Provision For learners

- Teaching is good in all phases, with teachers' use of questioning a positive feature in all subjects. There are examples of sophisticated and insightful discussions such as, in the high school. Internal assessment processes are variable across subjects and grade levels. Leaders' skills in the analysis of assessment data and procedures for tracking the progress of students are insecure.
- The school maintains a rational, balanced, and compliant curriculum. Students can select from a diverse range of Advanced Placement (AP) and elective courses that align well with their interests and future aspirations. The KG curriculum has been modified appropriately to meet the needs of almost all groups of children. Older students' learning is enhanced by extra-curricular clubs and activities, and by participating in the innovation classes.
- All staff are effectively trained in safeguarding and child protect procedures. Students know they have several avenues to seek support and guidance and feel safe as a result. The school fosters an inclusive ethos through its policies and practices. High school students receive essential advice on life choices and careers and are guided successfully through the university application process.

Leadership and management

- Including the principal, senior leaders are sustaining a purposeful learning community that provides a caring environment which values wellbeing. Under their guidance teachers have improved classroom practice and behavior management. The corporate governing board holds senior leaders to account through key performance indicators which cover all aspects of the school's performance. There are deficiencies in staffing, resources and facilities in many subjects.

Highlights of the school:

- Children's good achievement in KG
- Students' very good personal development and awareness of Islamic values
- Excellent opportunities for student leadership in Middle and High
- The positive partnerships with parents
- The good teaching across all phases

Key recommendations:

- Raise students' performance in external benchmark assessments.
- Improve the staffing, resources and facilities by:
 - ensuring adequate provision for science, music, art and design, digital learning and sport,
 - recruiting suitably US experienced and qualified staff, and
 - ensuring that teaching spaces are conducive to active learning.
- Ensure all assessment processes provide accurate measures of students' progress and attainment.
- Improve the school's self-evaluation by ensuring that all judgements of its performance are accurate and form a reliable base for improvement planning



OVERALL SCHOOL PERFORMANCE

Good ↑

01 Students' Achievement

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

02 STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

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

03 TEACHING AND ASSESSMENT

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

04 CURRICULUM

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

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

06 LEADERSHIP AND MANAGEMENT

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

For further information regarding the inspection process, please look at [UAE School Inspection Framework](#)

FOCUS AREAS

National Agenda Parameter

International Assessment, Reading Literacy and Emirati Achievement

Since 2015, the Dubai private school sector has been highly successful in exceeding the challenging targets set as part of the National Agenda 2021, for international assessments (PISA, TIMSS, PIRLS). We continue to evaluate schools' achievements in international assessments, putting an even greater focus on the achievements of schools' Emirati cohorts and their success in improving reading literacy skills across the school a key driver for students' success in education. The following section focuses on the success of the school in meeting the National Agenda Parameter targets.



A. Registration Requirements	Met Fully	
	Whole school	Emirati cohort
B. International and Benchmark Achievement	Good	Not applicable

- The school surpassed its 2021 Progress in International Reading Literacy Study (PIRLS) target by 88 points. The 2016 PIRLS score of 451, was below the international benchmark. In 2021, the Grade 4 students score of 539 was significantly above the school target. Emirati students made a gain of 40 points. However, the external benchmark assessments in English, mathematics and science showed many weak judgements, particularly in Middle.

C. Leadership: International and Emirati Achievement	Acceptable	
	Whole school	Emirati cohort
D. Teaching and Learning: Improving reading literacy	Acceptable	Not applicable

- After the first reading diagnostic assessment, the school is more aware of students' reading literacy levels. Only in a few of the upper grades have a majority of students reached the minimum level. In other grades reading literacy skills are weak, including those of Emirati students. The school is committed to raising students' reading levels. However, the planning and implementation of interventions, including the development of a reading culture, are only emerging.

Overall school standards in the National Agenda Parameter are acceptable

For Development:

- Implement plans to identify and address the needs of lower performing readers.
- Ensure that leaders accurately interpret benchmark assessment reports and make appropriate adaptations to the curriculum to address performance gaps.

Wellbeing



KHDA has placed well-being at the centre of our school communities. Through focusing upon the inspection of three core wellbeing domains; leading and pursuing wellbeing, engaging and enabling stakeholders and student's wellbeing agency and experiences an evaluation of wellbeing provision and outcomes is provided below:

Overall, the quality of wellbeing provision and outcome are at a good level

- The wellbeing committee represents the school community and is led by capable leaders who endorse the school's strong vision. The committee is accountable to the principal and governors. Effective policies and procedures support safeguarding, anti-bullying measures and child protection. The action plan is comprehensive and drives improvement. The school's wellbeing assessment process provides relevant information on community and individual wellbeing but does not always inform the development plan.
- Students have ready access to counsellors and each student has a student 'buddy' and a staff member for personal support. Positive student outcomes are fostered by feelings of being safe, having a voice and being cared for. Teachers are aware of the wellbeing vision and committed to involvement in its provision. Supportive induction, information and guidance support staff wellbeing and performance. Teachers have a constructive impact on students' wellbeing, their behavior, and their personal growth. Teachers report satisfaction with the positive school's working environment.
- The wellbeing curriculum is delivered by a counsellor and teachers who integrate the monthly themes into lessons. In addition, a range of student-led initiatives promote wellbeing. Students understand their own physical and mental wellbeing and that of their classmates. They follow online safety protocols and exhibit responsible conduct. They try to eat healthily and talk to someone when they have concerns. Students almost always express high levels of positivity, clearly linked to a deep-rooted sense of connection in the school community.

For Development:

- Improve wellbeing data collection and analysis and ensure that the information guides the wellbeing development plan.
- Increase the involvement of parents in the development of wellbeing policy and practice.

UAE Social Studies and Moral Education

- The school has a carefully planned social and moral education program that enables students to build their knowledge, skills, and understanding. The program adheres to the UAE social studies standards and the Moral, Social, and Cultural Studies (MSCS) Framework. Students benefit from a rich curriculum that gives opportunities to put learning into practice. For example, during the National Day celebrations.
- In KG and Elementary, there are weekly lessons which alternate between moral education and social studies. In Middle, there are two, and in High, there are four, weekly lessons. Moral education and social studies are taught separately within these lessons. Assessments of students' progress have been strengthened by the use of benchmark tests. Leaders carefully check that the quality of teaching is consistent across grades.

Arabic in Early Years

- Arabic is taught in KG1 and KG2 for 250 minutes a week divided into five lessons, with both Arab and non-Arab children taught together. Arabic is taught by three teachers who focus on the establishment of a firm base for children's subsequent linguistic development.
- Children are taught by specialized teachers using interactive age-related activities. Through storytelling, songs and games children develop their listening and speaking skills. A variety of resources are used to promote the recognition of letters and sounds. Assessments include questioning, observation and simple written exercises.



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

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

- The majority of students demonstrate knowledge and understanding that exceed the Ministry of Education (MoE) curriculum expectations in lessons and recent work. The school's internal assessment data indicates higher attainment. The progress of girls is better than boys in Middle and Secondary. In Elementary, boys and girls make similar rates of progress.
- Students' understanding of Islamic values and key Islamic concepts is secure. They comprehend the Holy Qur'an and Hadith, although only a few can make references to them as evidence of values or rulings. Their knowledge of Seerah is underdeveloped.
- Although the school has improved students' Holy Qur'anic recitation and memorization skills this year, the impact of this improvement is not yet evident across the phases. They are strong in Elementary but not as secure in the other phases.

For Development:

- Improve students' memorization of the Holy Qur'an and application of Tajweed rules in all phases.
- Improve students' knowledge of the Seerah and encourage them to connect their learning to the life of the Prophet (PBUH), the Holy Qur'an and Hadith.

ARABIC AS A FIRST LANGUAGE

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

- The majority of students express themselves confidently using standard Arabic. They summarize events chronologically. While analyzing reading passages, students in all phases, extract the main ideas, compare and contrast, and summarize their understanding. Writing is the least well-developed skill.
- Across the phases, the majority of students make better than expected progress as they move from writing words into forming complete, accurate sentences. They analyze the elements of a story or respond to a poem or essay independently.
- Students' structure of sentences and their breadth of vocabulary are improving features. However, their independent creative writing remains underdeveloped. Students research interesting topics in Arabic, such as, the dangers associated with electronic games, pollution and climate change.

For Development:

- Provide students with prompts to support the development of their writing styles and sentence structure.
- Develop a structured Arabic reading program to enhance students' language skills and foster the enjoyment of reading for pleasure.

ARABIC AS AN ADDITIONAL LANGUAGE

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

- Elementary, students are successful in decoding familiar written words and introduce themselves in simple sentences. In Middle and High, most students read familiar words and understand their meaning although their ability to engage in conversations remains underdeveloped. Writing is the least developed skill across the school.
- Elementary students can describe their daily routines using an extended range of action verbs. In Middle and High, students describe their 'ideal' home using appropriate adjectives to differentiate between essential and non-essential items.
- increased opportunities are being provided in lessons for students to practice their speaking skills. However, these tend to be limited to familiar contexts. Therefore, students are not challenged enough to extend their use of Arabic in wider contexts.

For Development:

- Provide students with more opportunities to apply their newly learned vocabulary in everyday contexts.
- Raise the attainment of students in Middle and High.

ENGLISH

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

- Across all phases, language skills are secure. In KG, speaking skills are acquired incrementally for children who speak English as an additional language. In the middle and high schools, progress and attainment in reading is gradually improving.
- Children in KG are increasingly proficient at using their phonics skills. The higher order reading skills of older students are becoming more sophisticated. In the middle and high schools, students, and particularly the girls, are producing better quality extended writing.
- By the end of Grade 5, attainment is much improved. More opportunities for reading and writing have accelerated the progress of upper elementary students. Leaders have strengthened the provision for reading to address some weak assessment results. The elementary library is now a valuable resource.

For Development:

- Accelerate the progress of students in the early grades of Elementary, and the boys in Middle, in reading and writing.

MATHEMATICS

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

- In KG and Elementary, students learn and apply mathematical concepts in a variety of contexts. Older students are making slower progress in acquiring new knowledge and understanding of how mathematics can be practically applied in everyday life.
- Students across the phases are developing an understanding of mathematical operations and the use of number. Most have a secure understanding of the steps in finding solutions. However, students' higher-order thinking, strategies for problem-solving and practical applications are less secure.
- The initiatives to build mathematical language are developing a broader base of subject specific vocabulary as they describe their thinking. This is helping in the solution of word problems. Working in groups has not led to students building sufficient individual expertise, and independent critical thinking skills.

For Development:

- Improve progress and raise attainment in Middle and High.
- Provide more mental problem-solving activities to strengthen students' ability to apply their thinking skills.

SCIENCE

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

- The majority of children in KG attain levels of knowledge and skills above curricular standards. Internal assessments show attainment in Middle and High to be above external assessments and that observed in lessons and in students' recent work.
- In KG, children engage in designing animal enclosures. In Elementary, they apply their knowledge of animal behavior to human problems. In the upper grades, students, investigate chemical reactions and explore electrical conductivity in different materials.
- Although there is a focus on in-class practical activities and simple laboratory experiments, students have limited opportunities for independent experiment design and hypothesis testing. Across all phases, students' investigative skills, practical and laboratory skills are underdeveloped.

For Development:

- Improve middle and high school students' performance in external examinations.
- Improve students' understanding and application of the scientific method and their practical laboratory skills.

LEARNING SKILLS

	KG	Elementary	Middle	High
Learning skills	Good	Good	Good	Good

- The learning skills of children in KG are gradually improving. They enthusiastically collaborate when solving problems, using technology and discussing their work. Across all subjects, students engage well in completing tasks. They enjoy the opportunity to contribute to lessons.
- Critical thinking, enquiry and research skills are well developed in the high school. They are more variable in quality in Middle and Elementary. Students have limited opportunities for innovation. When given the opportunity, students are proud to demonstrate their creativity.
- Collaborative learning is well developed in most subjects and where students routinely work in small groups to complete tasks. They are confident when presenting their work. Opportunities for students to link their learning to the wider world are inconsistent.

For Development:

- Provide more opportunities for innovation and creativity across the curriculum.
- Ensure that students are provided with more opportunities to link their learning to the wider world.

02 STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

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

- Across the school, students behave very well. They are respectful to one another and to their teachers. However, the behavior of a minority of students in the boys' section, particularly in Middle, is not as positive as that of the girls. Relationships among students are strong.
- A key strength is students' understanding of healthy living. Most students eat healthy food and actively participate in sports to support their mental and physical wellbeing. Students are proud of their school and demonstrate positive attitudes towards learning and to their teachers.
- Attendance and punctuality have slightly improved this year due to the school's procedures to encourage better attendance. However, rates are still low, particularly in Middle, and a significant number of students are late at the start of the school day.

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

- Most students demonstrate a strong understanding and appreciation of Islamic values, recognizing their positive impact on life in the UAE. They can explain how people from diverse nationalities and religions coexist in peace and harmony, irrespective of their differing backgrounds.
- Students across the school are proud of their own cultures. They speak knowingly about various elements of their cultures such as, the traditions, cuisine and languages. Older students compare aspects of their own cultures with the art, literature, and tourist attractions of others.
- A significant improvement this year is students' understanding of the UAE's heritage and culture. The school has achieved this through a variety of initiatives, including cultural celebrations, assemblies, and themes integrated into the curriculum.

	KG	Elementary	Middle	High
Social responsibility and innovation skills	Very good	Very good	Outstanding ↑	Outstanding ↑

- In KG and Elementary, students readily take on roles of responsibility. A large number of older students play significant positions in organizing the wide variety of extra-curricular clubs and activities, and act as wellbeing ambassadors. They make significant contributions to the school and wider communities.
- A strong work ethic is evident from the youngest children onwards. Middle and high school students have an excellent understanding of entrepreneurship, with some already involved in business enterprises and many initiating innovative projects. There are fewer opportunities for younger students to initiate and manage such projects.
- All students have a mature understanding of global issues relating to sustainability. Children in KG know about the importance of keeping the oceans clean. Older students have highlighted issues very effectively through promoting recycling as exemplified through a 'trashion' show and participating in Cop 28 events.

For Development:

- Improve punctuality across the school and the behavior of a few boys in the middle school.
- Improve younger students' awareness and understanding a wider range of world cultures.
- Provide more opportunities for students in the early phases to develop their innovative, enterprising, and entrepreneurial skills.

03 TEACHING AND ASSESSMENT

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

- Teachers' subject knowledge and planning are secure in most subjects. However, there is some inconsistency in mathematics and Arabic as an additional language. Occasionally in lessons, teachers focus too much on completing activities rather than ensuring that learning takes place.
- Questioning is a positive feature of teaching in all subjects. There are examples of sophisticated and insightful discussions, for example in high school English. Independent learning is fostered across most subjects. The development of problem-solving skills is a strength in science.
- Differentiation has been strengthened so that students are usually grouped accurately by ability. Teachers do not meet the needs of a few students sufficiently well. This is because tasks are not pitched accurately enough to match their differing abilities.

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

- Across phases, internal assessment processes are inconsistent. They include too wide a range of types of evaluations of learning. This approach does not provide a balanced, coherent, picture of students' attainment and progress across subjects and grades. Summative assessments vary in quality, and formal; end-of-year cumulative assessments are variable.
- Most teachers have a sound understanding of their students and how well they are learning. Teachers do not make enough use of this information to provide suitable support and challenge for individual students. Teachers' feedback to students on their work is variable.
- School leaders are developing skills in the analysis of data from international and benchmark assessments. Effectively applying the outcomes of these analyses to the grade level curriculum standards is in an early stage of development.

For Development:

- Develop and implement a coherent assessment system that draws together formal and informal assessments and aligns with the outcomes of external tests.
- Ensure that learning activities are matched to the needs of students and that teachers, concentrate on the learning taking place rather than the completion of planned activities.

04 CURRICULUM

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

- The school maintains a rational, balanced and compliant curriculum. The middle school mathematics curriculum lacks depth. In Elementary, skill development is insufficient, and practical science is limited in Middle and High. The range of AP and elective courses align with students' career aspirations.
- In most subjects, curriculum planning effectively accelerates the smooth transitions between grades and phases, ensuring students are well-prepared for the next stage. This is less secure in Arabic. Lessons and projects incorporating cross-curricular connections are seen in some, but not all, subjects.
- The school conducts regular reviews of the curriculum to ensure appropriate provision in almost all subjects. However, the curriculum is not entirely successful in preparing students for external examinations.

	KG	Elementary	Middle	High
Curriculum adaptation	Good	Good	Good	Good

- The curriculum effectively fosters student engagement and skill development. In KG, it includes imaginative themes and diverse experiences to engage young children. Older students' learning is enhanced by a variety of extra-curricular activities and participation in the innovation classes.
- At all grade levels, adjustments to the curriculum and lesson plans are insufficient to meet the learning needs of all students. The approach to curriculum modification, and the establishment of targets to close gaps in learning are inconsistent.
- The integration of UAE history, society and traditions enables students to better understand the core values of the society in which they live. The students are proud to live in the UAE and keen to learn more about its past, present and future.

For Development:

- Ensure that the curriculum effectively prepares students for external examinations.
- Ensure that curriculum modifications address student's individual learning needs and are planned to close broader gaps in students' learning.

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

	KG	Elementary	Middle	High
Health and safety, including arrangements for child protection / safeguarding	Good ↑	Good ↑	Good ↑	Good ↑

- All staff are effectively trained in how to safeguard and protect students. The safeguarding team acts on any concerns swiftly and effectively. Presently there are no designated members of staff to deputize for safeguarding leads. Students know they have several avenues to seek support and guidance. They feel safe as a result.
- The fully accessible site is very clean and well maintained. Students are properly supervised on school transport and during parent pick-up and drop-off. Concerns raised previously in relation to fire evacuation have been fully addressed. Matters raised during the inspection were dealt with expeditiously including implementing a system of parental identification.
- Medical staff provide high levels of care. They are proactive in promoting awareness of personal hygiene and healthy eating. Good physical and mental health are promoted throughout the school with effective advice and support given to students, staff, and parents.

	KG	Elementary	Middle	High
Care and support	Good	Good ↑	Good ↑	Good ↑

- Staff and student relationships are respectful throughout the school. School policies are designed to promote a positive approach to attendance, punctuality, and behavior. Most students are well behaved, but not all teachers are successful in managing student behavior and some students still arrive late for school.
- The school fosters an inclusive ethos through its policies and practices. A well-established process ensures the early identification of students' needs and informs the planning of interventions and accommodations. The identification of gifted and talented students has improved, and support is now available to them.
- A whole-school system of pastoral care, led by the counsellors, ensures the close monitoring of the wellbeing and personal development of students. High school students receive essential advice on life choices and careers and are guided successfully through the university application process.

For Development:

- Implement more effective strategies to improve attendance, punctuality and behavior.
- Ensure that procedures for parents and visitors accessing the school site are always rigorously applied.
- Ensure that a designated member of the safeguarding team is able to deputize for the safeguarding lead.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination

Good

- Leaders maintain an inclusive ethos throughout the school. A qualified and experienced teacher heads the inclusion team of learning support teachers and assistants. Self-review and self-evaluation inform the well-written inclusive education improvement plan. However, the number of support teachers does not match the level of need.
- An established team approach ensures early and accurate assessment of students' needs and barriers to learning. Students with significant needs have individual education plans (IEPs) or behavior intervention plans (BIP) which guide personalized support and accommodations in lessons. Learning support teachers (LSAs) deliver relevant and supportive interventions.
- Parents are fully involved in their children's education. They attend IEP meetings and receive regular reports on their children's progress and achievement. Communication, through e-mails, phone calls and logbooks, is regular. The inclusion team are always available to speak with parents.
- Most classrooms are very supportive. Support teachers and class teachers plan collaboratively to ensure students are engaged in appropriate learning activities. Students of determination are welcomed in every classroom, but not every teacher is successful in including them in whole class learning activities.
- Students' progress is closely monitored. The identification of starting points informs the setting of achievement targets and the necessary provision. The tracking of IEP targets, students' work, observations and assessment show that a majority of students make better than expected progress.

For Development:

- Consider increasing the number of learning support teachers to improve the school's capacity to support the growing number of students of determination.
- Ensure that all teachers endeavor to include students of determination in their whole class learning activities.

06 LEADERSHIP AND MANAGEMENT

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

- Senior leaders are sustaining a purposeful learning community that provides a caring environment which values wellbeing. Leaders encourage best practices and have maintained generally positive student outcomes, particularly in KG. Under their guidance there are signs of improvement in teaching strategies and classroom management. They sustain high levels of teacher morale and commitment. However, not all middle leaders have the skills needed to drive improvement in their areas of responsibility.
- Self-evaluation and improvement planning are not consistent across the school. Senior leaders understand their role in ensuring consistent approaches to the monitoring of students' progress and are developing regularized observations of the quality of learning and teacher performance. They are developing an understanding of the importance of judging the effectiveness of teaching through its impact on students' learning. The school's action plans do not sufficiently focus upon impact. Leaders have achieved some improvement in students' behavior as required by the previous inspection.
- There are ample opportunities for parents to be actively involved in the life and work of the school. Parents speak highly of the school's responsiveness and how easily they can contact staff. They value the improved progress reports on their children's achievement. They remark upon the beneficial and significant changes to communication with parents and closer partnership working. Links with the local community and business partners are being re-established to further enrich students' learning experiences.
- The governing board directly oversees the work of the principal and the senior leadership team and is responsible for the provision of facilities, staffing and resources. They are supported by a local school board which includes parents and students. **Governors** hold senior leaders to account through key performance indicators which cover all aspects of the school's performance. Governors fully comply with all statutory regulations. However, they have not ensured adequate staffing, resources and facilities in many areas.
- The day-to-day management of the school is improved, with more orderly routines impacting positively on students' learning. Not all teachers are provided with training to address the needs identified through leaders' observations of teaching and learning. Deficiencies in staffing and resources in the key subjects and in the arts, music, physical education have an adverse impact on teaching and learning. Some cramped classroom spaces restrict teaching strategies. .

For Development:

- Ensure that all leaders have the knowledge and skills to implement the required improvements.
- Ensure that the school's action plans are working documents, focusing on students' achievement and with regular reviews of the progress made.
- Address the deficiencies in staffing, facilities and resources



WHAT HAPPENS NEXT?

All schools are required to develop an action plan. The plan 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 QA.Schools@khda.gov.ae