

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

Inspection Report 2018-2019

**American School of
Creative Science**

11 YEARS OF INSPECTIONS

Acceptable

Curriculum
US



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School Information

General Information	Location	Al Khail
	Opening year of School	2016
	Website	https://www.ascs.sch.ae
	Telephone	04-510-8000
	Principal	Johnathan Maxwell Letcher
	Principal - Date appointed	17/1/2018
	Language of Instruction	English
	Inspection Dates:	25 to 27 February 2019
Students	Gender of students	Boys and girls
	Age range	4-13
	Grades or year groups	KG 1-Grade 7
	Number of students on roll	450
	Number of Emirati students	207
	Number of students of determination	23
	Largest nationality group of students	Emirati
Teachers	Number of teachers	47
	Largest nationality group of teachers	North American
	Number of teaching assistants	22
	Teacher-student ratio	1:10
	Number of guidance counsellors	1
	Teacher turnover	17
Curriculum	Educational Permit/ License	US
	Main Curriculum	US
	External Tests and Examinations	n/a
	Accreditation	NEASC Candidate
	National Agenda Benchmark Tests	CAT4, MAP, IBT (Arabic)

School Journey for American School of Creative Science

■ Outstanding
 ■ Very Good
 ■ Good
 ■ Acceptable
 ■ Weak
 ■ Very Weak

2018-2019

Summary of Inspection Findings 2018-2019

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

Students' Outcomes

- Attainment is weak in Arabic as an additional language in the elementary phase, and in English and mathematics in both elementary and middle phases. Progress is good in English in Kindergarten (KG), and in science in the middle phase. Students enthusiastically track their own progress through My Learning Story, although in-depth understanding of the next steps in their learning is not always evident.
- Students have positive attitudes. They understand Islamic values and Emirati heritage. They are knowledgeable about their own cultures and interested in others, especially through learning about key people and events in the history of the United States. Students are responsible members of the school community, and are environmentally aware. They enjoy opportunities to be creative and innovative, although their higher-order thinking skills are still emerging.

Provision for learners

- Teaching is variable across phases and subjects. It is stronger in KG and the middle phase, and weaker in English and mathematics. Agreed teaching strategies provide regular opportunities for student self-assessment. However, students have few opportunities for in-depth reflection, critical thinking or open-ended enquiry. Data from external and internal assessments are analyzed well, but their use to adjust curriculum and teaching to meet diverse students' needs is not yet embedded.
- The curriculum is aligned well with California State Standards and UAE Ministry of Education (MoE) requirements. However, opportunities for creativity and innovation are not always purposeful. There have been some limited adjustments to the curriculum in response to assessment results. Curriculum modifications for students of determination are inconsistent, and there is little adaptation to provide challenge for highly able students. Meaningful links to Emirati culture are thoroughly embedded.
- The purpose-built premises are attractive and well-maintained, and provide a safe and secure environment. The school has started to raise students' and parents' awareness of healthy lifestyles and anti-bullying. Relationships are positive. Identification and support for students of determination are not always as effective as they could be. General care and support are provided by the counsellor and teachers, although the personal development of individual students is not monitored routinely.

Leadership and management

- The senior leaders' vision for the school includes a strong commitment to inclusion. Governors have supported improvement priorities, which begin to have a positive impact in some areas. The evaluation of teaching for effective learning is carried out regularly, but the quality of teaching remains variable. Most parents appreciate the school's ethos and vision, and feel adequately informed about their children's learning. The school's day-to-day operations run smoothly.

What the School does Best:

- The school's warm and welcoming ethos
- Students' strong understanding of Islamic values
- Substantial time and an enhanced learning environment for teaching and learning in Islamic education and Arabic
- An attractive, purpose-built campus and a clean, secure and healthy environment for learning.

Key Recommendations:

- Improve students' attainment and progress, across phases and subjects, especially in English and mathematics.
- Improve learning and teaching to be more consistently good or better, by developing teachers' deeper understanding of the agreed instructional approaches.
- Ensure that all key areas have dedicated leadership with appropriate expertise, to provide a consistently high quality of teaching and assessment.
- Improve self-evaluation through more effective use of data, and the better prioritizing and consolidation of new initiatives.

Overall School Performance

Acceptable

1. Students' Achievement

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

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

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

3. Teaching and assessment

	KG	Elementary	Middle
Teaching for effective learning	Acceptable	Acceptable	Acceptable
Assessment	Acceptable	Acceptable	Acceptable

4. Curriculum

	KG	Elementary	Middle
Curriculum design and implementation	Acceptable	Acceptable	Acceptable
Curriculum adaptation	Acceptable	Acceptable	Acceptable

5. The protection, care, guidance and support of students

	KG	Elementary	Middle
Health and safety, including arrangements for child protection/ safeguarding	Very good	Very good	Very good
Care and support	Acceptable	Acceptable	Acceptable

6. Leadership and management

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

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 (N.A.P.), 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 N.A.P. targets:

Registration requirements

The school meets the registration requirements for the N.A.P. for the academic year 2018-2019.

School's Progression in International Assessments

- Students are participating in international assessments for the first time in March 2019. The school is in the process of mapping the school's mathematics and science curricula to ensure that essential content and skills are included.

Impact of Leadership

is approaching expectations.

- Leaders have developed a plan to ensure that the school prepares students well for the National Agenda. They have raised awareness among students and parents about the importance of the National Agenda, and the positive impact it should have on students' progress and their futures.

Impact on Learning

is approaching expectations.

- Students are developing responsibility for their learning. Opportunities for them to develop their critical thinking and research skills are increasing through the school's visible learning initiative. However, the rigor with which these are being implemented is variable and many of these skills are not yet embedded.

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

For development:

- Continue to map the school's mathematics and science curricula to ensure that essential content and skills needed for TIMSS are included.

Reading Across the Curriculum

- Leaders have introduced reading initiatives in Arabic and English, but there are no reliable processes in place to measure the impact on students' outcomes.
- Students across phases lack strategies for reading. Children in KG combine letters to make sounds or word families.
- All classes attend the library and enjoy the support of a qualified librarian. Classroom libraries are sparse. The school's library policy has no strategy to support or enhance literacy.
- Although leaders recognise it as a priority, there is as yet, no whole-school strategy to support language learning and teaching.

The schools provision, leading to raised outcomes in reading across the curriculum is underdeveloped.

For development:

- Develop, oversee and implement a whole-school reading strategy for Arabic and English.
- Provide a well-resourced library that attracts students, parents and staff, and supports reading for enjoyment and information.

UAE Social Studies

- The curriculum is sufficiently adapted to meet the needs of different groups of students. Resources are used adequately to engage students and promote interest.
- Students work well, both independently and in groups. They use technology to support their research. However, the promotion of critical thinking skills remains underdeveloped.
- In lessons and in recent work, most students attain levels that are in line with the curriculum standards of UAE social studies and a few are above.
- Most students make expected progress in relation to individual starting points and the UAE social studies curriculum standards.

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

Innovation

- Students do basic research with teacher direction, and use learning technologies in simple ways. However, they have limited opportunities for structured independent enquiry and in-depth critical thinking.
- Students have a positive work ethic and enjoy participating in activities that support their creativity and development of entrepreneurial skills. However, overall, they lack initiative and mostly rely on teacher direction.
- Although not yet a consistent feature, in the best lessons, teachers are creative in their use of questioning and technology to promote students' critical thinking and innovation skills.
- Extra-curricular activities and clubs provide opportunities for students to apply their creative ideas and develop their own projects.
- Leaders have introduced several initiatives to develop students' skills of innovation, but the activities often lack strategic focus and a clear purpose.

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

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- Students' levels of knowledge and understanding of Islamic concepts meet expectations and are slightly stronger in the middle phase. Recitation of the Holy Qur'an is well embedded through additional lessons.
- Students' ability to link Islamic concepts with events from Islamic history is in line with expectations in the elementary phase, but less developed in the middle phase. Memorization from the Holy Qur'an is a strength, although it is below the expected level in relation to the Hadeeth. Islamic education for non-Arabs is less developed across both phases.
- The strong Islamic education provision has started to impact on students' outcomes. However, attainment and progress are variable, and dependent on teachers' differentiation to meet students' needs.

For development:

- Raise the level of challenge by more effectively linking learning to real-life situations.

Arabic as a First Language

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

- Students' language skills are generally within expectations. Students in the middle phase and upper elementary make better progress compared to those in lower elementary.
- Students' abilities to use classical Arabic in their conversations are variable, with better use in the middle phase. Students' syntax and rhetoric knowledge are less developed than their writing. Students can write using a reasonable range of vocabulary to express their ideas and views.
- In a number of lessons, good teaching strategies have a positive impact on students' progress, especially in upper elementary and middle phases. However, inconsistent teaching practices limit overall progress.

For development:

- Determine more accurately students' language potential using, for example, cognitive ability tests (CAT4).

Arabic as an Additional Language

	KG	Elementary	Middle
Attainment	Not applicable	Weak	Acceptable
Progress	Not applicable	Acceptable	Acceptable

- Students' skills in the middle phase are better than those in the elementary phase. Students in the upper elementary and middle phases are working towards expected levels. Students in lower elementary classes have weaknesses in all language skills.
- In the middle phase, students are able to use Arabic in multiple contexts, but this skill is less developed in elementary, where lack of vocabulary limits students' ability to respond to simple questions. Writing in both phases is developing.
- The strategy of merging non-Arab students into Arabic as a first language classes, in the lower elementary phase, has some positive impact on their skills. However, the implementation of this strategy is not effectively planned.

For development:

- Identify students' starting points benchmarked against MoE standards, based on their years of studying Arabic as an additional language.

English

	KG	Elementary	Middle
Attainment	Acceptable	Weak	Weak
Progress	Good	Acceptable	Acceptable

- In KG, listening and speaking skills are well developed, resulting in good progress. The weaker listening and speaking skills of students in the elementary phase hinders better attainment. Assessment data confirm weak levels of attainment in students' outcomes in literacy.
- Children in KG benefit from a strong focus on phonics, leading to sustained progress in reading. In the upper phases, progress in oral competence and reading is acceptable. Progress is slowed by a lack of targeted strategies, and a lack of high expectations and challenge in lessons.
- By the end of KG2, children are able to write short sentences for meaning and purpose. Older students lack key skills in editing and redrafting their writing, which contains repeated common errors. As a result, the quality of students' written outcomes is, at best, acceptable.

For development:

- Improve attainment and accelerate progress by ensuring that all teachers implement key literacy strategies that engage, involve and inspire students to listen, speak, read and write with fluency and accuracy.

Mathematics

	KG	Elementary	Middle
Attainment	Acceptable	Weak	Weak
Progress	Acceptable	Acceptable	Acceptable

- Students' results in MAP external benchmark tests are weak. Progress in primary and middle phases is hindered by weak numeracy skills and, for some, by weak literacy skills. Work samples reflect teachers' low expectations of students.
- In KG, most children can name two-dimensional shapes from their classroom environment. The challenge offered does not always match their abilities and, therefore, hinders better progress.
- Students' learning in a few lessons in lower elementary is hindered by insecure classroom management. Girls in the middle school progress faster than boys. Students throughout the school recall facts appropriately, connect their learning to some real-life applications and are developing their problem-solving skills.

For development:

- Improve students' attainment and accelerate their progress by implementing a whole-school numeracy strategy.
- Improve students' problem solving and critical thinking skills throughout the school.
- Provide sufficient levels of challenge to children in KG in order to accelerate their progress.

Science

	KG	Elementary	Middle
Attainment	Acceptable	Acceptable	Acceptable
Progress	Acceptable	Acceptable	Good

- Across the school, students' attainment is limited by lack of prior knowledge and poor verbal skills. In KG, children develop an awareness of scientific patterns and concepts appropriate to their age. However, they are not consistently developing early investigation skills. Progress in the elementary phase is dependent on the quality of teaching. In the middle phase, students make consistently good progress in lessons.
- In lessons where students make better progress, they are encouraged to deepen their learning through well-considered, practical activities and skillful questioning, which also help them to develop their investigative and higher-order thinking skills. Students' scientific vocabulary, their reading and, in particular, their written work, are underdeveloped in all phases.
- The use of new approaches to teaching and learning is starting to have a very positive impact in some science classes. However, in KG and the elementary phase, teachers need subject-specific guidance and support to help them to implement the strategies more successfully.

For development:

- Provide structured and systematic leadership in science to help to ensure that:
 - children in KG have more consistent opportunities to develop their early investigative skills;
 - teachers in the elementary phase are consistently able to interpret curriculum standards effectively;
 - students develop and use scientific vocabulary through more focused opportunities to improve their reading and writing skills.

Learning Skills

	KG	Elementary	Middle
Learning skills	Good	Acceptable	Acceptable

- Students reflect on their learning and progress through the use of 'My Learning Story'. Children in KG are independent and take increasing responsibility for their own learning. Most learning in the upper phases is still teacher directed and focused on the acquisition of knowledge.
- In a minority of lessons in the elementary phase, students are easily distracted and display poor listening skills. As a consequence, collaboration can be ineffective, and students are unable to offer independent contributions. Students in the upper phases are more skilled in making connections between subjects and real-life situations.
- Students have few opportunities to be innovative and creative. Skills appropriate to their age are evident in technology, but rarely used in developing critical thinking and problem-solving. Lifelong learning skills in areas such as reading, numeracy and research are not being developed sufficiently.

For development:

- Improve learning skills, so that all students are fully engaged and can sustain concentration for the whole lesson.
- Ensure that skills such as creativity, enquiry and research are comprehensively developed and used to support students' independence and preparation as lifelong learners and critical thinkers.

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

	KG	Elementary	Middle
Personal development	Good	Good	Good

- Students' attitudes are positive, and relationships among students and staff are consistently respectful.
- They are beginning to develop the skills of self-reliance and sometimes seek critical feedback when teachers offer them the opportunity.
- Students at all levels generally make wise choices regarding their own health and safety. Attendance and punctuality are good throughout the school.

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

- Students can discuss how values championed in Islam, such as tolerance, respect, charity and kindness, have a positive impact on their daily lives. They participate in activities, such as the annual Holy Qur'an competition, that help to promote their appreciation of the importance of preserving faith.
- Students are very respectful towards, and knowledgeable about, UAE heritage and culture, and they link this to their learning across subjects. They are aware of the importance of the UAE National Agenda and are involved in a number of national celebrations such as Flag Day, Commemoration Day, and National Day.

- Students are developing a growing understanding and appreciation of their own and other diverse cultures, especially those of other students and staff in the school. For example, they speak about what they have learned from studying the lives of people such as Rosa Park and Martin Luther King.

	KG	Elementary	Middle
Social responsibility and innovation skills	Good	Good	Good

- Students across the school are aware of their responsibilities in the school community. They participate as volunteers and organize events through the student council. The student receptionist opportunity supports students in taking more responsibility within the school.
- Students have a positive work ethic and enjoy some activities that develop their innovative skills, such as activities in the 'Why?' room. Higher-order thinking skills are still at an early stage of development.
- Students show awareness of environmental issues and are involved in some recycling activities. Through the innovation day, they respond to challenges on sustainability and conservation with creative solutions, such as what to do about air pollution in the UAE.

For development:

- Provide opportunities for students to be more reflective, and to seek and respond to critical feedback in order to increase self-reliance.
- Improve students' higher-order thinking skills, especially during lessons that aim to develop innovation.

3. Teaching and assessment

	KG	Elementary	Middle
Teaching for effective learning	Acceptable	Acceptable	Acceptable

- Teachers in KG use a range of strategies to engage children's interest and to support their developing English skills. In other parts of the school, especially in the elementary phase, teachers do not have a secure command of different strategies to support effective learning.
- In most lessons, teachers use a range of resources to support students' learning. However, teaching seldom challenges students to think deeply about their learning, solve problems, justify their answers or use their initiative.
- The recent focus on improving learning environments has been successful. Classrooms are stimulating, with students' work carefully displayed. Assessment information is used well to identify students at different levels, but is seldom used effectively to ensure that activities closely match students' different needs.

	KG	Elementary	Middle
Assessment	Acceptable	Acceptable	Acceptable

- Internal processes are starting to ensure that assessment is more consistently based on age-appropriate curriculum standards. However, systems are not yet sufficiently rigorous to ensure that internal measures of students' attainment and progress are consistently valid and reliable. Processes in KG are more developed.
- The school benchmarks students' academic outcomes using appropriate external international tests. Data from these tests and from internal assessments are well analyzed. Use of these analyzed data to modify the curriculum and to adapt teaching methods to meet the needs of different groups of students is still in an early stage of development.
- Teachers are developing their knowledge of individual students' strengths and weaknesses. They provide some challenge and support. However, useful and effective written feedback is not consistently provided. Students are increasingly involved in assessing their own learning.

For development:

- Ensure that lessons consistently provide sufficient opportunities for students to think carefully about their learning, justify their opinions and use their initiative.
- Increase the rigor of assessment processes to ensure that internal assessment data are valid and reliable across all subjects and phases.
- Ensure that analyzed data are consistently used by teachers to accelerate students' progress.
- Improve the consistency of regular, effective marking of students' work, including the provision of written feedback which clearly indicates what students need to do to improve.

4. Curriculum

	KG	Elementary	Middle
Curriculum design and implementation	Acceptable	Acceptable	Acceptable

- The curriculum is closely aligned to the California State Standards in English and mathematics, to Next Generation Science Standards (NGSS) in science and to the MoE requirements in Islamic education and Arabic. Personal and social development are also embedded in the curriculum.
- There is an appropriate range of subjects across all phases. Electives in the middle school and after-school activities support students' interests.
- Regular review of the curriculum and analyses of test results have led to better implementation of activities to meet the needs of different students. However, the lack of a structured progression of learning skills is limiting students' progress.
- Moral education is taught in all phases, following the UAE curriculum. Lesson time meets requirements, and application of learning to personal experiences is a strength.

	KG	Elementary	Middle
Curriculum adaptation	Acceptable	Acceptable	Acceptable

- Curriculum modifications for students of determination are inconsistent and of varying quality. There is little adaptation of the curriculum to build in sufficient opportunities to challenge more able students. The school does review the curriculum and has made some modification based upon Measures of Academic Progress (MAP) data.
- Teachers differentiate plans to attempt to meet most students' needs. However, they have not yet aligned the curriculum with TIMSS requirements and have not used assessment data well to target the necessary improvement in numeracy skills.
- The curriculum offers opportunities for enterprise, innovation, creativity and social contributions, but they are not always purposeful. Extra-curricular activities enhance students' academic and personal development. The study of Emirati culture is embedded throughout the school community, enabling students to develop a broad understanding and appreciation of UAE heritage, traditions and modern society.
- Arabic is taught in both KG1 and KG2.

For development:

- Improve teachers' understanding and implementation of curriculum standards and curriculum adaptation, to ensure greater rigor and consistency.
- Give more priority to the preparation of students for TIMSS assessment.

5. The protection, care, guidance and support of students

	KG	Elementary	Middle
Health and safety, including arrangements for child protection / safeguarding	Very good	Very good	Very good

- There is an effective child protection system, ensuring students' safety while at school. All staff benefit from regular training. Parents feel that the school is a safe place for their children.
- The purpose-built premises are maintained to a high standard. Regular checks ensure that any deficiencies are quickly addressed. Systems for students' arrival at school each morning are well organized. The school has recently reviewed its policy and improved procedures for the late collection of children after school.
- The school has begun to promote safe and healthy lifestyles and awareness of bullying and cyber-bullying but recognizes the need to raise parents' and students' awareness of these aspects.

	KG	Elementary	Middle
Care and support	Acceptable	Acceptable	Acceptable

- Students across the school enjoy positive relationships with staff. Systems for managing behavior are well established except for a few instances in lessons in the lower elementary phase. Procedures to monitor attendance are effective.
- There are detailed identification processes and appropriate levels of support for most students of determination. The current model of support for students with significant learning needs does not provide students with the necessary specialized support in the most appropriate inclusion setting. Students with gifts and talents are identified but require more opportunities to extend their learning.
- The counsellor and staff deal with students' concerns effectively and provide appropriate support. They receive broad guidance about future careers. Their personal development is not yet routinely monitored.

For development:

- Raise students' and parents' awareness of the school's approach to bullying, cyber-bullying and promotion of healthy lifestyles, and monitor students' personal development more systematically.
- Provide support to students of determination in the most appropriate inclusion setting to ensure that all their needs are met.
- Ensure that students with gifts and talents are provided with consistent opportunities to extend their learning.

Inclusion of students of determination

Provision and outcomes for students of determination	Acceptable
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- Leaders are committed to inclusion for students of determination. This vision is embedded in the schools' inclusive education improvement plan. A governor of inclusive education and an inclusion champion have been nominated.
- The school has a thorough process through which they identify students of determination, and some students are provided with appropriate support. However, interventions are not always closely matched to the needs of the student.
- Parents of students of determination are fully informed of their children's progress. Strong partnerships with the school result in consistent and timely feedback to enable them to support their children at home.
- Curriculum plans are sometimes modified to meet the needs of learners. However, learning activities and curriculum content are not always relevant for students with significant learning needs. Teachers' understanding and implementation of curriculum adaptations are inconsistent, and often have a negative effect on the students' ability to benefit from lessons.
- Individual education plans (IEPs) include information from assessments to be used in planning lessons. However, they do not ensure consistent progress for all students.

For development:

- Restructure the current inclusion model to optimize each student's learning through focused support in the most appropriate environment.
- Ensure that IEPs are readily available to all teachers so that targets, modifications, and adaptations can be implemented to ensure progress for each student.

6. Leadership and management

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

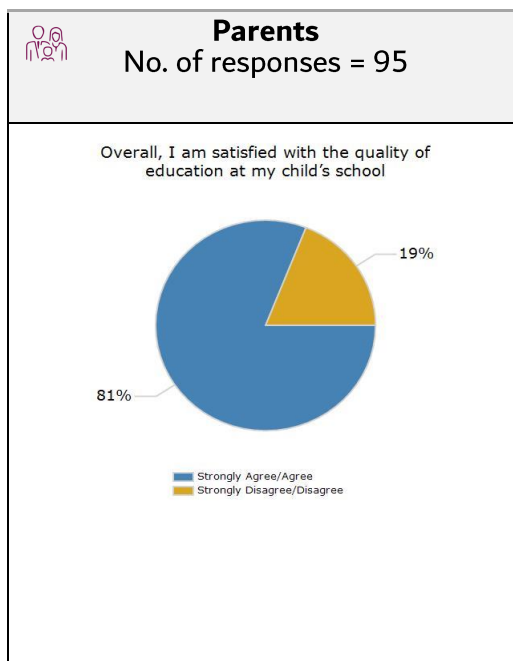
- Leaders have an ambitious vision for the school. The principal and vice-principal are knowledgeable about the US curriculum and best practice in teaching, learning and assessment. However, the many new initiatives are not yet embedded enough to show significant impact. Relationships are warm and professional, and staff morale is positive. The leadership structure is evolving, but distinct gaps significantly hinder improvements. Where middle leadership is in place, in Islamic education and Arabic for example, provision is stronger.
- Self-evaluation uses data from external assessments, which do not consistently align with internal assessment data. Senior leaders' selected priorities for improvement have started to have an impact, but they have not addressed all necessary areas. Teacher evaluations are carried out regularly, but teaching quality is still variable. School improvement plans are clear, with measurable actions. The principal and vice-principal have stabilized the school, gained parents' confidence, and significantly increased enrolment.
- Most parents have chosen the school for its specific ethos and vision. They are encouraged to be active partners through the open-door policy, and their views are appreciated and valued. However, they are not always clear to whom they should go if they have a specific concern, and do not always feel that their voice is heard. Parents feel adequately informed about their children's learning. Regular reports convey details of their children's academic and personal progress, and their next steps.
- Governance includes representation from key stakeholders. There are regular internal reviews and surveys, a series of specialist sub-committees, and a channel of input from the parent/teacher association (PTA). Through regular meetings, governors hold the principal to account for the school's performance. They have supported improvement priorities through employing new teachers. However, they have not ensured that English, mathematics and science have sufficient leadership in place, and these gaps are hindering provision and students' achievements in these key areas.
- Clearly understood policies and procedures ensure that the school runs smoothly. The premises are extensive and carefully designed to enable easy access by all students and parents. They include a wide range of good quality specialist facilities, but the library is small and poorly resourced. Classrooms have insufficient technology resources. There are sufficient qualified teachers who benefit from regular training. Gaps in leadership of subjects and phases are gradually being addressed.

For development:

- Improve provision in English and mathematics and develop students' literacy and numeracy skills through appropriate specialized leadership.
- Improve library provision and technology resources in classes.

The Views of Parents

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



Parents	Most parents are satisfied with the education provided. They welcome the inclusive ethos and feel that their children are happy and safe at school. However, some express the need for clarity about leaders' specific roles and responsibilities, so that they know to whom to speak if they have a specific concern. These views were confirmed in discussions with parents during the inspection.
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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