

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

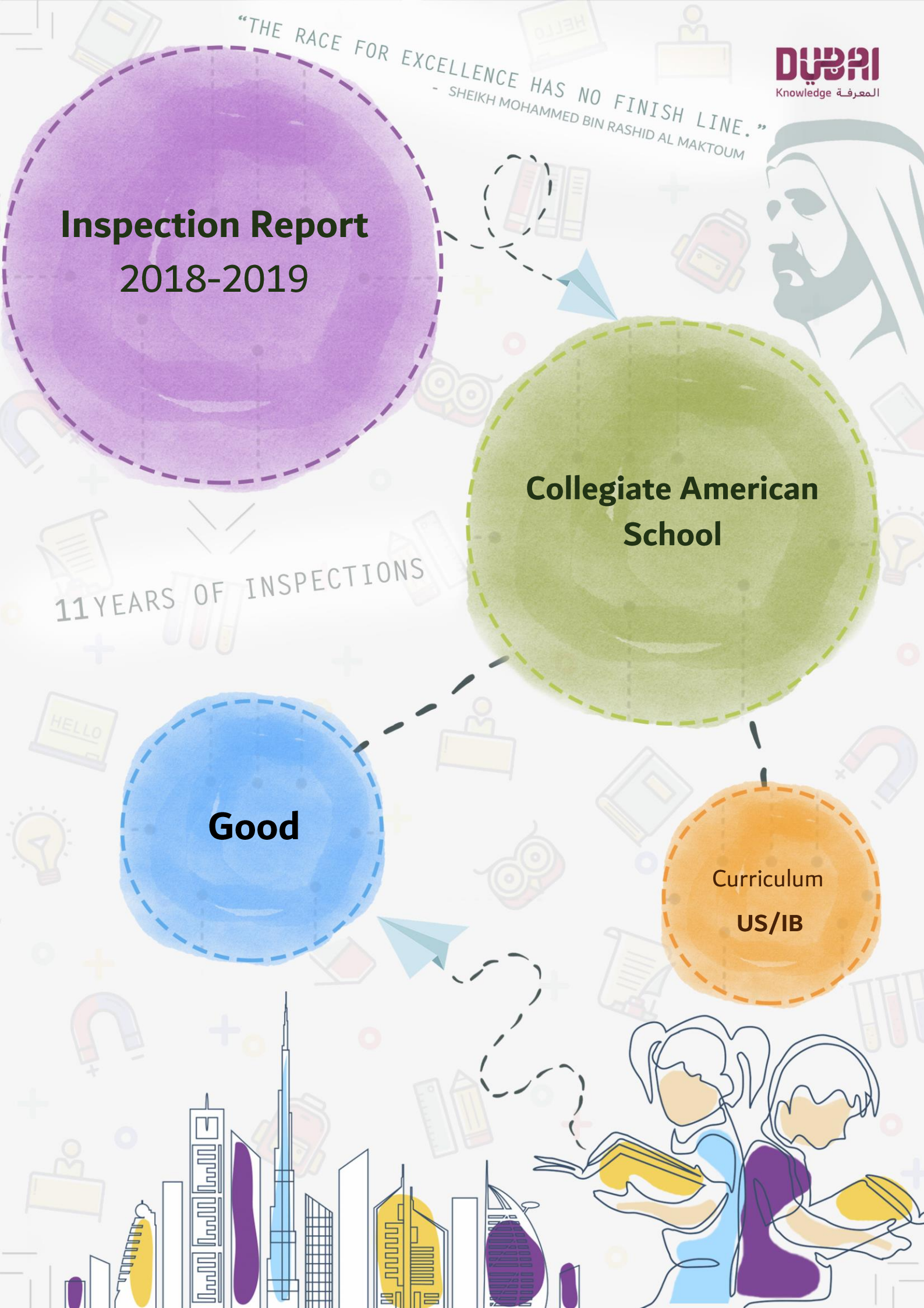
Inspection Report 2018-2019

**Collegiate American
School**

11 YEARS OF INSPECTIONS

Good

Curriculum
US/IB



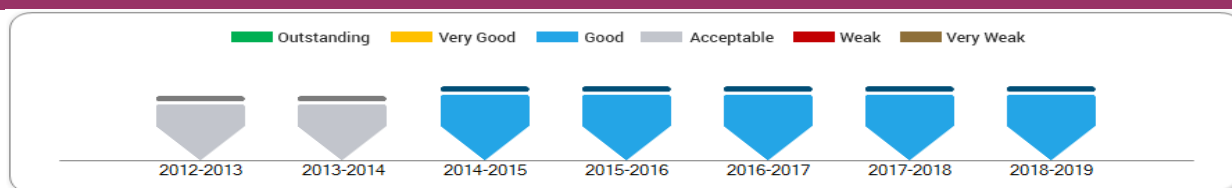
Contents

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.....	19

School Information

General Information	Location	Umm Suqeim 2
	Opening year of School	2011
	Website	www.casdubai.com
	Telephone	044271400
	Principal	Donavon Reinsmoen
	Principal - Date appointed	8/22/2018
	Language of Instruction	English
	Inspection Dates:	11 to 14 March 2019
Students	Gender of students	Boys and girls
	Age range	3-18
	Grades or year groups	KG 1 to Grade 12
	Number of students on roll	386
	Number of Emirati students	40
	Number of students of determination	62
	Largest nationality group of students	USA
Teachers	Number of teachers	66
	Largest nationality group of teachers	USA
	Number of teaching assistants	9
	Teacher-student ratio	1:6
	Number of guidance counsellors	2
	Teacher turnover	27%
Curriculum	Educational Permit/ License	US
	Main Curriculum	US/IB
	External Tests and Examinations	IB, TIMSS, PISA, PIRLS
	Accreditation	NEASC, IB, CIS
	National Agenda Benchmark Tests	MAP

School Journey for Collegiate American 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 and progress are strongest in the Kindergarten (KG). In the elementary school, progress is very good in English and mathematics. Students' attainment has improved in Arabic language in the high school. In Islamic education, attainment is acceptable, and progress is good in Islamic education in all phases. In English, students' progress in the middle and high schools has dropped from very good to good. Students' learning skills remain very good in the KG and good in the rest of the phases.
- Across the school, students demonstrate exemplary attitudes and behavior. Almost all students are self-reliant and have confidence and assurance that they will be successful in their work. They help to maintain the cleanliness of the school, and their very good levels of attendance confirm their commitment to success.

Provision for learners

- Teaching has continued to strengthen as a result of professional development from leaders in the school. Almost all teachers use assessment data effectively and develop lesson plans that have targeted differentiation to meet a variety of learning styles. Most lessons benefit from good teaching and there are increasing examples of very good teaching for effective learning.
- New York State Standards form the base of instruction across all grades. The most effective adaptation of the curriculum is evident in the KG. A variety of choices are available for students in the high school, including the International Baccalaureate (IB). Cross-curricular links and links to the UAE culture are evident across the school.
- The school continues to provide outstanding provision for the health and safety of students and staff. All necessary policies are in place and are regularly reviewed. Child protection training and guidance are secure and adhered to. Students support the school's efforts to promote healthy lifestyle choices through diet and exercise. School counselors provide students with skillful academic and emotional support.

Leadership and management

- The new senior leadership team has embraced the concept of school improvement and promoted a culture of 'instructional teams' among teachers. Some improvements in Arabic language development are evident, and an already successful KG program continues to improve. Although improvements in the middle school are not yet as evident as elsewhere, a renewed drive to improve this phase is apparent among teachers and leaders.

What the School does Best:

- The effective leadership and the dedicated teachers help secure good or better progress for students in almost all key subjects.
- The inclusive ethos of the school ensures that all students can learn in an environment where they are cared for and supported well.
- Children in the Kindergarten (KG) begin their school experience in a positive, supportive atmosphere that helps them build an excellent foundation for academic and emotional growth.
- Students are developing healthy lifestyles within a school climate that also ensures outstanding provision for their safety.
- Students demonstrate positive attitudes and behaviors, have respect for Islamic values and display socially responsible actions inside and outside the school community.

Key Recommendations:

- Raise attainment and progress in all key subjects and ensure that all groups of students have equal opportunity to achieve very good outcomes.
- Raise the profile of the Arabic Language in the school by improving its visibility and students' access to Arabic books and additional resources for learning.
- Ensure that the improvement priorities, featured in the school's self-evaluation, are monitored through the effective use of data that demonstrates improvement in quantitative terms.

Overall School Performance

Good

1. Students' Achievement

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

3. Teaching and assessment

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

4. Curriculum

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

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

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

6. Leadership and management

The effectiveness of leadership	Very good
School self-evaluation and improvement planning	Good
Parents and the community	Very good
Governance	Outstanding
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 for the academic year 2018-2019.

The School's Progression in International Assessments

meets expectations

- Collegiate American School opened in 2011 and due to that fact, students were not assessed for 2011 TIMSS nor PISA assessments. Therefore, progression cannot be evaluated, with only the data from the 2015 administration. Data from the benchmarking assessments demonstrate good progress over time. Progress in mathematics was slower than in English Language Arts and in science. In almost all grades and in almost all subjects, student performance on MAP Benchmark assessments has exceeded the projection for success indicated by CAT4 results.

The Impact of Leadership

are above expectations

- Senior leaders have treated the National Agenda with high priority. They have carefully analyzed the data and information regarding the performance of disaggregated groups. They have provided targeted improvement interventions and focused assistance where it is most needed. Frequent classroom visits by leaders are effective in monitoring the progress of interventions.

The Impact on Learning

meets expectations

- Students now think differently about learning and their role in the process. Much of student learning comes from their own actions, such as their involvement in research, debates and innovative initiatives within the school.

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

For Development:

- Develop students' test-taking skills in Grades 2 to 7 to improve their performance on external and benchmark tests.
- Improve the quality of questioning to extend students' understanding and encourage them to provide research-based evidence in support of their conclusions.

Reading Across the Curriculum

- Achievement in reading in Arabic and English across the school is steadily improving. Regular standardized tests are implemented to track students' progress and to support them where needed.
- Students of all ages are motivated readers and are aware of their reading levels. They are effectively developing higher-order strategies, such as comprehension and analysis.
- The library is well-stocked with easily-accessible books. Events such as the weekly Mystery Reader and the Literacy Week encourage a love of reading. However, students' borrowing from the library is relatively low.
- A whole-school commitment to promoting reading begins in the KG and weaves through subjects such as science and mathematics. Parents are fully aware of their children's progress in reading.

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

For Development:

- Improve students' borrowing rates from the library to encourage more reading for pleasure.

UAE Social Studies

- The skillfully-planned curriculum covers UAE social studies through standalone lessons and careful integration with other subjects. Rich resources and using the experiences of Emirati students help enhance the curriculum.
- Students enjoy engaging in lively debate. They use their research skills effectively and apply critical thinking to make relevant comparisons, such as between the economic systems of the UAE and China.
- Most students demonstrate levels of knowledge, skills and understanding that are in line with the expected standards.
- In lessons, the majority of students make better than expected progress in developing key skills, knowledge and understanding. Over time, most make the expected progress in relation to their individual starting points.

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

Innovation

- Numerous opportunities are available for students to investigate and learn independently. The use of critical thinking, innovation and enquiry is developing. Technology is used in lessons but not in a consistent way across the school.
- Students are enthusiastic about their involvement in creative, entrepreneurial, environmental and social activities. The after-school clubs help them explore their interests. They are developing new appreciation of independent reading and research.
- In most subjects, teachers modify their lesson plans to align with STEM and STEAM experiences to successfully promote students' innovation and learning skills.
- In most subjects, opportunities are provided for students to engage in activities that develop their innovative and entrepreneurial skills.
- Leaders speak publicly about their support for innovative ideas and provide the required logistics for teachers and students to test innovative practices.

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	Acceptable	Acceptable	Acceptable
Progress	Not applicable	Good	Good	Good

- Students in the elementary school have stronger memorization skills of the Holy Qur'an, of Dua'a and knowledge of Islamic rules. In the other phases of the school, students have secure knowledge of Islamic values and beliefs and can make clear connections to real life situations.
- Students' knowledge of Islam and morality is strong. Most students demonstrate an adequate understanding of Seerah. However, their recitation skills and understanding of the Holy Qur'an are weaker. Students do not have an in-depth knowledge of Fiqh.
- More effective learning strategies are being used to increase the involvement of students in lessons. However, there is still an insufficient focus on recitation skills and understanding of the Holy Qur'an to improve students' achievement.

For Development:

- Develop students' research skills to acquire more in-depth knowledge and understanding of relevant Islamic concepts.

Arabic as a First Language

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

- Students are making rapid progress in their language skills in the elementary school. They show emerging strengths in the middle and high schools. Too many students in the middle school, however, do not meet curriculum expectations in their attainment.
- Most students have adequate skills in comprehending literary texts, and a minority have more developed skills in reading comprehension and text analysis. Younger students show that they can use the language in more developed ways in speaking and writing. However, the speaking and writing skills of older students are progressing at a slower rate.
- Improvements in the quality of teaching and assessment practices are beginning to have an impact on students' achievement in the high school.

For Development:

- Develop more consistency in the quality of teaching and improve the levels of rigor in all lessons.
- Improve the quality and raise the expectations of speaking, writing and research tasks in all lessons.
- Enhance assessment processes to ensure there is more rigor in teachers' marking and analysis of data.

Arabic as an Additional Language

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

- Students are making good progress in the elementary school, and improvements in outcomes in the middle and high schools are emerging. Secure features of students' achievement are their strong listening, comprehension and reading skills. Their speaking and writing skills are still developing.
- Students in the elementary school are making steady progress in their ability to speak about themselves and their immediate environment. A growing number of students are exceeding expectations in their speaking skills. In the higher grades, students are making more variable progress because their ability to express themselves orally and in writing is developing more slowly.
- The recent improvements in the design of the curriculum and the quality of teaching are starting to improve students' outcomes in the upper grades.

For Development:

- Develop more consistency in the quality of teaching for effective learning.
- Provide students with more challenging tasks to develop their speaking and writing skills.
- Improve assessment processes to improve teachers' marking and their analysis and use of assessment data.

English

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

- Across all phases, most students make at least good progress and show attainment that is above curriculum standards. In the middle and high schools, low teacher expectations and lessons that do not provide sufficient challenge hinder students' progress.
- In the KG, children develop listening and speaking skills quickly, allowing them to build strong foundations in language and literacy. A strong focus on reading and writing skills, particularly in the elementary school, successfully develops students' fluency in writing, enabling them to communicate more effectively.
- Critical thinking and enquiry skills are being developed across the school. An emphasis on collaboration and inquiry-based learning underpin the development of these skills, particularly in the high school.

For Development:

- Ensure that all students have challenging goals and high expectations to maximize the progress they make in lessons and over time.

Mathematics

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

- A large majority of children in the KG attain levels that are above curriculum standards. Most have competent skills in counting and in recognizing the differences between 2-D and 3-D shapes.
- Elementary school students demonstrate skills of analysis, inquiry, problem-solving and numeracy that they can apply to solve real-life problems. In the middle and high schools, students demonstrate good skills and understanding of arithmetic, algebra and geometry.
- The increasing effectiveness of the use of data to drive instruction has allowed significant gains in students' progress. Students are beginning to identify their strengths and weaknesses and are taking steps to improve their outcomes in all aspects of mathematics.

For Development:

- Improve students' achievement by strengthening the level of rigor in all lessons, particularly in the middle and high schools.

Science

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

- In the KG, children's skills of inquiry and problem-solving are well developed. The majority of students make better than expected progress from their starting points, due to their developing investigative and critical thinking skills. These skills are particularly strong in the elementary school.
- The majority of students demonstrate levels of knowledge and understanding that are above curriculum standards. Their independent research skills are a developing feature of learning in the middle school. Students' acquisition of reasoning and interpretation skills are improving.
- The enquiry-based approach through STEM is helping students make meaningful connections in their learning and recognize the relevance of science in their local environment and the world beyond. Students' practical investigative skills are developing across all phases.

For Development:

- Provide frequent opportunities for students to develop their practical laboratory skills across the phases.

Learning Skills

	KG	Elementary	Middle	High
Learning skills	Very good	Good	Good	Good

- In most lessons, students are keen to learn and engage actively in classroom activities. Commencing in the KG, students increasingly take responsibility for their learning. They eagerly collaborate when given the opportunity.
- Middle and high school students show diligence, commitment and resilience. Students regularly integrate knowledge and understanding from the different subjects and make connections to the real world. Higher-order learning skills are a developing feature in the school.
- A majority of students can explain their learning, but they do not always know how to improve their work. Most are adept in using technology to inform, enhance, extend and enrich their learning.

For Development:

- Ensure that higher-order learning skills are consistently integrated in all lessons across the school.

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

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

- Across all phases, students enjoy positive relationships with their teachers and peers. They have strong communication skills and readily give and receive critical feedback. Their positive attitudes, respect for others and self-discipline guide their excellent behavior and enhance the very positive climate of the school.
- Students have embraced the school's commitment to inclusion and demonstrate a very strong sense of personal responsibility, tolerance and empathy towards each other.
- Students have a secure understanding and appreciation of healthy lifestyles. They are punctual in arriving to school and to class, and their attendance rate is 96%.

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

- Students demonstrate a clear understanding of how Islamic values shape life in the UAE and influence their daily lives. Students across the school display tolerance of differences and respect for others.
- Students' appreciation of the heritage and culture that influences contemporary life in the UAE pervades the school. Students can discuss different aspects of Emirati culture, such as the history, sports, traditions and achievements of the UAE.
- The school's multicultural and international community enables students to improve their knowledge of global citizenship. Students embrace opportunities to interact with those from other cultures through the various opportunities the school provides.

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

- Students understand their responsibilities and contribute actively to the life of the school and the wider community. Many initiate and lead activities to make worthwhile social contributions. They are caring and considerate for others, and this positive approach is a significant feature of the school.
- Students are conscientious about their school work and take pleasure in participating in purposeful activities. Most students demonstrate resilience in completing tasks. They are innovative in their well-planned and enterprising projects.
- A clear awareness and understanding of environmental issues, including sustainability, are evident in the school. Where possible students enthusiastically support schemes that contribute to the promotion of ecological awareness and conservation. Their initiation of projects and involvement in them are supporting their social development.

For Development:

- Provide even more opportunities for students to improve their enterprise and innovation skills.

3. Teaching and assessment

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

- The quality of teaching is strongest in the KG. Across all phases, teachers have thorough knowledge of their subjects and how students learn. Lessons are often differentiated. They link the learning outcomes to the curriculum standards and meet the needs of most students.
- Teachers make effective use of various resources, including technology, to ensure that students make good progress in most key subjects. In the KG and elementary school, skillful teaching promotes the development of students' inquiry and independent learning skills.
- Teachers promote problem-solving and research skills to various degrees across the school and provide opportunities for reflection in most lessons. Their ability to develop differentiated tasks is improving through the application of data, but the level of rigor and challenge for students is still an area for development.

	KG	Elementary	Middle	High
Assessment	Very good	Very good	Good	Good

- In all phases and subjects, internal assessments are aligned horizontally and vertically to the curriculum standards for Grades 6 to 12. Assessments are guided by an improved assessment matrix. The matrix clearly defines and outlines unit examinations, performance tasks, projects, quizzes and summative assessments.
- The detailed analysis of data is being used effectively by leaders and staff to guide teaching and adjustments to the curriculum to meet the needs of all groups of students and enhance their progress.
- Teachers' use of assessment data and their knowledge of their individual students enable them to provide personalized instruction, challenge and support. This process is accelerating students' progress in all phases. However, the school recognizes that further improvement in the rigor of lessons is needed to improve students' attainment.

For Development:

- Improve the use of assessment in planning lesson activities so that students are appropriately challenged and able to identify their next steps in learning.

4. Curriculum

	KG	Elementary	Middle	High
Curriculum design and implementation	Very good	Very good	Very good	Very good

- Aligned to the New York State Standards, the Common Core State Standards (CCSS), the Next Generation Science Standards (NGSS) and the Ministry of Education (MoE), the school's curriculum reflects the UAE's and the school's values and vision. There is a clear progression between grades and phases that prepares students for their next stage in education.
- On-going curricular reviews tighten the alignment of the curriculum to assessments, units of study and lesson planning. Reviews are focused on developing critical thinking, communication, collaboration and creativity. In the better lessons, cross-curricular links are effectively planned, but this is not an embedded feature of the curriculum.
- Curricular choice, a benchmark of US curriculum, is a distinct strength of the school. The curriculum is broad, balanced and provides extensive high-quality academic, technological, and artistic opportunities. In most subjects, it is coherent and provides a wide choice of learning for all students.
- Moral education is delivered as a stand-alone subject in all phases and meets the MoE curriculum requirements. Progress is measured through a range of formal and informal assessments.

	KG	Elementary	Middle	High
Curriculum adaptation	Very good	Good	Good	Very good

- Adaptations to the curriculum meet the personal and academic requirements of most students, including students of determination. Curriculum modification in the KG is very successful in meeting the needs of all groups of children.
- In most subjects, students are given opportunities to develop their thinking and investigative skills, which help to promote the skills of enterprise, innovation and social contribution. A wide range of additional curricular activities, including local and international visits, supports students' personal, social, creative and physical development.
- Programs and events enable students to gain a strong understanding of the values, culture and heritage of the UAE. Links with the UAE society are planned and woven consistently into the curriculum, but mainly through Islamic education and social studies.
- Arabic is taught in KG 1 in two 50-minute sessions per week and in KG 2 in three 50-minute sessions per week.

For Development:

- Develop further effective cross-curricular links in all subjects to enhance the relevance of for students. learning
- Ensure modifications to the curriculum are consistently applied across all subjects and phases.

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

- Highly effective school policies and procedures are in place to ensure the protection and safety of all students and staff. Parents, teachers and students know what to do in the event of any issues regarding child protection. Students are safe at school and are protected from all forms of abuse, including cyberbullying.
- Very successful arrangements by medical staff monitor students' health. The school promptly addresses reported incidents and concerns about safety and maintains comprehensive records of them.
- The school meets all legal and regulatory requirements, including emergency evacuation drills. Safety procedures for school transport are carefully monitored. As a matter of priority, the school is addressing the concern about the height of the security fence around the swimming pool.

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

- Very positive relationships between staff and students result in an atmosphere of mutual respect and co-operation across the school. Students successfully follow the rules set by the highly-effective system for managing behavior.
- Overall, procedures promote and monitor the very good levels of attendance and punctuality. A range of assessments, including those administered by external specialists, ensures the accurate identification of students of determination. The very good quality of care and support provided promotes students' academic and personal development.
- The guidance counselors provide high quality support across the school. The personalized advice given to older students, regarding course selection and career opportunities, enables them to make wise choices.

For Development:

- Improve and refine the current systems for informing parents of their children's absence from school.

Inclusion of students of determination

Provision and outcomes for students of determination	Good
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- All leaders demonstrate a very high level of commitment to inclusion and provide significant support for students of determination. The new inclusion team is ably supported by the school improvement partner and inclusion governor.
- Assessment systems identify students' needs accurately with support from external specialists, as required. Individual profiles are carefully considered when designing intervention programs and support. The school is making progress in identifying students with gifts and talents.
- Relationships with parents are positive and productive. Regular meetings, both informal and formal, provide them with information and advice. Parents interviewed are unanimous in their praise for the help and support their children receive.
- Most individual education plans indicate clear areas for personal improvement and focus well on specific needs. However, some are not precise enough to support a greater understanding of progress and future targets. In a few lessons, modifications do not provide sufficient detail or match the next steps in learning in their IEPs.
- Students of determination receive good provision with a balance of in-class and out of class support. When they receive direction from learning support assistants, they participate fully within the mainstream school environment, and their progress is consistently high.

For Development:

- Develop more measurable goals for all students of determination to enable classroom teachers to more accurately track their progress towards those goals.

6. Leadership and management

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

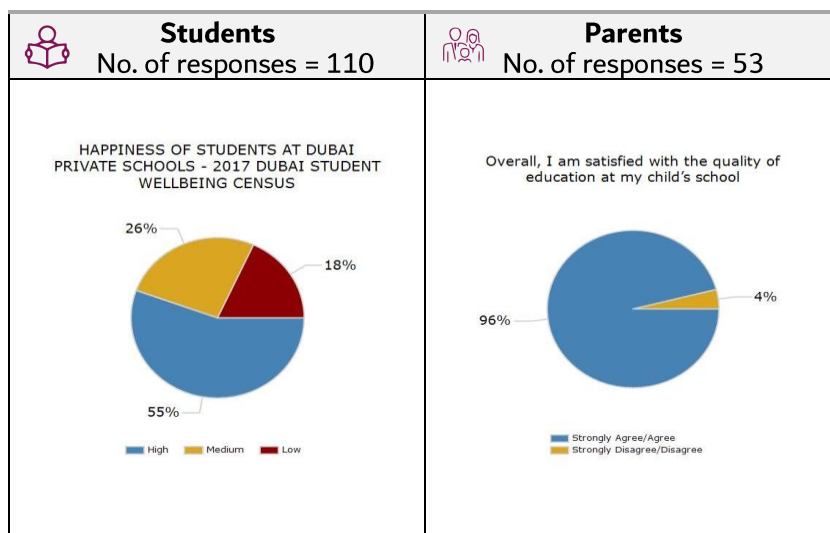
- The entire leadership team share a vision for the school that is communicated to all stakeholders. They embrace an inclusive spirit, demonstrate a secure understanding of the school's curriculum and encourage teachers to employ best teaching practices. Communication is professional and effective, and leaders demonstrate a commitment to innovation by supporting individual efforts. A culture of collective accountability is contributing to sustained improvements in the school.
- Senior leaders collect assessment data from a wide variety of sources. The analyzed data is then used to develop well-structured improvement plans with measurable goals. Students' performance in most subjects is responding positively to such intervention. This has less impact in Arabic, although attainment in high school Arabic for first and second language learners has improved to acceptable. Overall, too many self-evaluation judgments are aspirational and not sufficiently rooted in reliable evidence.
- Parents have highly positive views about the school's success in establishing an open and caring learning community that values their views and involvement. In spite of parents' limited involvement in school activities, those who are actively involved are highly committed in their support for the school. Communication with parents is effective, and reporting is useful and clear. The school has established various strong links with the sister schools and the wider community.
- The governors' advisory board seats a wide variety of stakeholders. The board meets regularly to discuss the overall welfare of the school and students. After an extensive search, governors have appointed a competent administrative team to lead the school starting in 2018. The board is rigorous in holding senior leaders to account for students' attainment, progress, and personal development. The qualified staff and the very good resources maximize students' potential for success.
- The day-to-day operation of the school is highly efficient. There are developed systems in place for staff appraisal, mentoring and professional development. The academic team is suitably deployed to support learning at all levels. In some lessons, the dominant presence of adults, including support personnel, impedes students' learning. The campus features ongoing developments, especially for younger children, to provide more high-quality resources to support a variety of learning needs.

For Development:

- Ensure that self-evaluation judgements are clearly supported by evidence from valid and reliable data.
- Enable students to set improvement goals that have measurable targets and are reviewed on a regular basis.

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	While over 100 students in Grades 6 through 9 responded to the survey, only five Emirati students did. A large majority of students speak positively about their school experience, noting a sense of belonging and reporting good relationships with peers. Students are confident about their future academic success. A significant minority of students report incidents of bullying, primarily while using the internet.
 Parents	Most parents are generally pleased with the quality of education provided by the school, reporting that it provides good value for money. Parents know that their children are safe at school and have good relationships with their teachers. They note that bullying is rare. However, they indicate that their participation in the life of the school can be better.

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