



National Agenda



Early years



Special educational
needs and disabilities



Innovation

Inspection Report 2015-2016

Dubai Modern Education School

Curriculum: US/MOE

Overall rating: Acceptable

Read more about the school



www.khda.gov.ae

‘Without
challenges,
we won’t feel
the taste of
success and
happiness’



Sheikh Mohammed Bin Rashid Al Maktoum

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School information

General information 	Location	Al Mizhar
	Type of school	Private
	Opening year of school	1996
	Website	www.dmes.ae
	Telephone	04-2885115
	Address	Mizhar PO BOX 61720
	Principal	Hind Mohammed Lootah
	Language of instruction	English, Arabic
	Inspection dates	11 to 14 January 2016
Students 	Gender of students	Boys and girls
	Age range	4-18
	Grades or year groups	Kindergarten 1 to Grade 12
	Number of students on roll	2,744
	Number of children in pre-kindergarten	NA
	Number of Emirati students	1713
	Number of students with SEND	87
	Largest nationality group of students	Emirati
Teachers / Support staff 	Number of teachers	194
	Largest nationality group of teachers	Egypt
	Number of teaching assistants	19
	Teacher-student ratio	1:30
	Number of guidance counsellors	2
	Teacher turnover	30%
Curriculum 	Educational permit / Licence	US / MoE
	Main curriculum	US/MoE
	External tests and examinations	IBT, MAP, SAT1, NAP, IELTS, TOEFL
	Accreditation	
	National Agenda benchmark tests	IBT

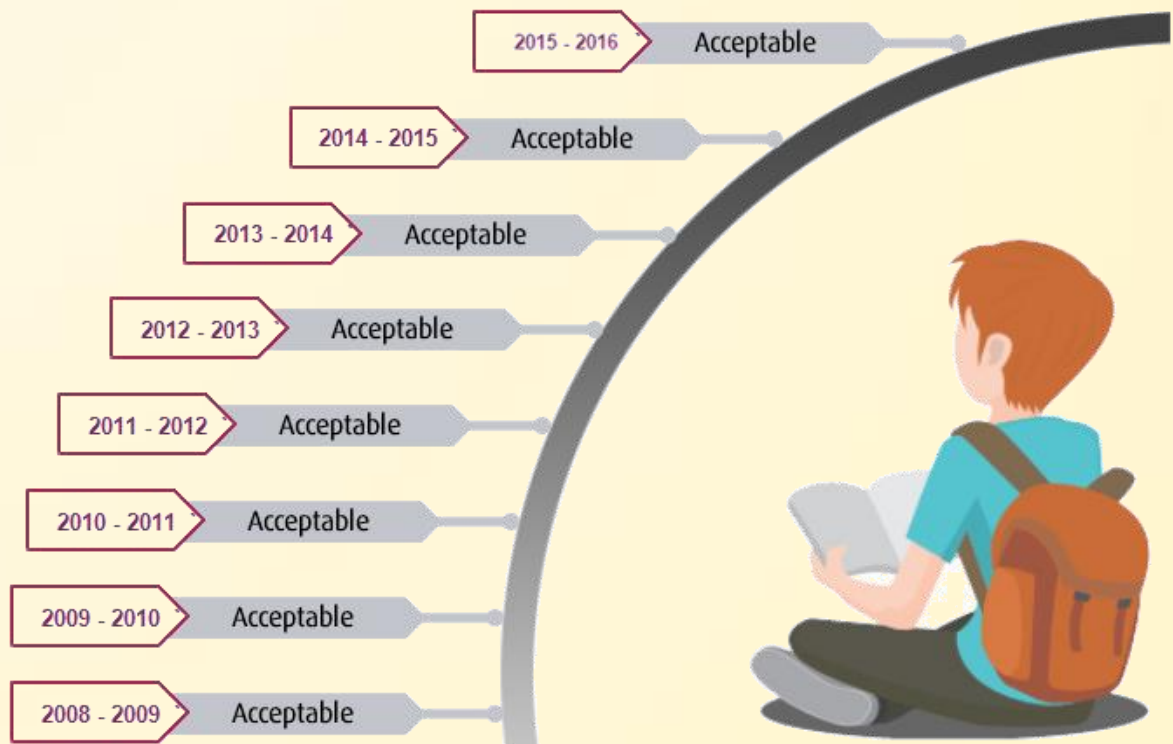


Summary for parents and the community

Dubai Modern Education School was inspected by DSIB from 11 to 14 January 2016. The overall quality of education provided by the school was found to be **acceptable**.

In order to judge the overall quality of education provided by the school, inspectors considered six key standards of performance. Inspectors looked at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judged how effective teaching and the assessment of learning were across the school. Inspectors considered how well the school's curriculum, including activities inside and outside classrooms, met the educational needs of all children. They judged how well the school protected and supported children. In addition, inspectors judged the effectiveness of leadership and governance, including management, staffing, facilities and resources.

The inspection judgements were drawn from evidence gathered by the inspection team, including observing children learning in lessons, looking at their work, talking with children, meetings with the staff, parents and governors, and reviewing the parents', teachers' and senior students' surveys.





How well did the school perform overall?

Overall, Dubai Modern Education School provided an **acceptable** quality of education for its students.

- Students' attainment and progress were better in the Ministry of Education (MoE) section and in Arabic and Islamic education. Students throughout the MoE section made acceptable progress in English mathematics and science. Attainment and progress in these subjects were weak in the US section. The quality of teaching followed the same pattern.
- The behavior and attitudes of nearly all students were good. In a few instances, a small proportion of students needed supervision and guidance from their teachers. Most students had a good age-appropriate understanding of Islam and Emirati heritage. Their awareness of environmental issues was emerging.
- Across both curricula, there were weaknesses in the quality of teachers' planning, the ability of teachers to match tasks to different groups of students and to provide appropriate levels of challenge for them. There were limited opportunities to develop critical thinking, problem solving, and independent learning skills.
- The curriculum was acceptable but often unimaginative, with few opportunities for enterprise, creativity or social contribution. In the US section, the rationale and purpose of the curriculum was unclear. It did not adequately prepare students for the next phase of their lives and education because of the uncertainty regarding the standards to which the school was working. The MoE curriculum was fully compliant with the revised statutory requirements.
- There were detailed health and safety policies in place, accompanied by strong procedures, which ensured the well-being of students. The premises and facilities were in good order and well maintained. Students were supervised on arrival and departure from school. Well-qualified medical staff provided good quality medical care for all students. Cases of bullying were rare and students felt safe and secure in the school. Limited guidance was provided on higher education and careers.
- School leaders had successfully created a welcoming and respectful school community. The MoE section had a clear mission and fulfilled this adequately. However, leaders had not ensured that the US section was adequately preparing students for their future careers. They were not systematically driving the necessary changes to meet the UAE national priorities. Links with parents were good, but governors had not been successful in fulfilling their responsibilities



What did the school do well?

- Students' progress was good in Islamic education and Arabic in the elementary phase.
- Senior leaders had ensured that the school was inclusive.
- Students' attitudes to learning, their keenness to improve, enthusiasm, and enjoyment of school were good.
- The management of health and safety arrangements throughout the school had resulted in the school being a safe and secure place.



What does the school need to do next?

- Improve leadership and management so that the school's weaknesses are tackled decisively by:
 - ensuring coherent strategic planning that focuses on the expected outcomes as well as the actions being taken to improve provision
 - establishing rigorous systems to check the quality of teaching
 - developing robust systems of accountability
 - extending the role of middle managers so that they develop a secure oversight of their areas, undertake thorough analysis of all available assessment information and are held fully accountable for their responsibilities
 - developing the skills of the governing body so that it can hold school leaders more effectively to account for the impact of their work.
- Accelerate students' progress and raise their levels of attainment in all classes by:
 - improving the quality of teaching to the level of the best in the school, particularly the way that teachers engage students' interest and make learning relevant to individual needs
 - raising teachers' expectations of what students can do.
- Make sure the US curriculum is linked to clear and identified standards and uses international assessments to measure students' attainment and progress.
- Ensure assessment information is rigorously analyzed, used to inform teaching and modify the curriculum.
- Ensure students are prepared for their future pathways by providing career guidance.



How well did the school provide for students with special educational needs and disabilities? (SEND)

- Specialist teachers in the school had detailed knowledge, of students' needs and provided individualized support for them. As a result, students with SEND made expected progress when withdrawn in small groups. In lessons, students did not consistently make expected progress because tasks did not accurately match their needs, particularly in English and mathematics.
- Parents valued the inclusive ethos in the school and the school's policy to welcome students with SEND. They believed the specialist team showed a strong interest in their children's well-being and progress and made every effort to ensure that students with SEND took a full part in school-life.
- Parents valued the opportunity to come into the school at any time to discuss the progress of their children.
- Parents were fully involved in discussion about their children's progress; they received regular reports and were included in planning their children's next steps in learning.
- The school sought the views of parents on the quality of provision and took action where appropriate. Parents noted they would like to have more reports from subject teachers on their children's progress and further guidance on how to help their children at home.

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021, with education being a prime focus. The National Agenda includes two major objectives developed with the intent of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries in the 'Programme for International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.

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

Main points:

- The school met the registration requirements of the National Agenda Parameter.
- No attainment data was available from the National Agenda Parameter to make a judgment on the progress towards meeting the National Agenda targets.
- The school had raised awareness amongst relevant students by discussing the Agenda and explaining its purpose. Students interviewed were aware of TIMSS and PISA and could talk about how the school had prepared them for these international tests. In the US curriculum section of the school, each phase displayed large posters on the National Agenda. A few classrooms also displayed posters. There were no displays or information for visitors in the main entrance.
- In the MoE section of the school, all girls' and a few boys' classrooms displayed posters. The girls' corridor had a student-produced display on the National Agenda, which included individual student reflections on what the Agenda meant for them.
- Teachers had received training on the National Agenda targets. However, their understanding about the contribution as individuals in meeting the targets was weak.
- In relevant year groups, there were opportunities for students to practice past questions related to international tests. Staff perceived that students were not prepared properly for the on-line nature of tests or for the length of time these tests required.
- In mathematics and science there had been some modification to curriculum content because of 'gap' analysis of test content. The English department had enhanced its reading and comprehension work, recognizing that improved literacy is a prerequisite for success across all subjects.

Innovation in education

The *UAE Vision 2021* sets out the National Agenda for the UAE to be among the most innovative nations in the world. The National Innovation Strategy sets the context for 'innovation' and 'innovative leadership'. It provides a basis for evaluating public and private schools in order to deliver a world-class education for all children in the UAE.

Innovation is driven by a commitment to excellence and continuous improvement. It is based on curiosity, the willingness to take risks, to experiment and to test assumptions as well as questioning and challenging the status quo. Being innovative is about looking beyond what we currently do well, identifying the great ideas of tomorrow and putting them into practice.



Promoting a culture of innovation:

- The school did not have a strategic plan but there was an active innovation team consisting of enthusiastic, knowledge members from across the faculty. Many initiatives were in place, generous spaces had been allocated, the curriculum and timetable had been adapted to highlight STEM and there were connections with several high-profile external partners. However, these elements lacked coherence. Teachers' understanding of innovation was very variable and most tasks were adult-directed, so the impact on student outcomes was limited. Students were competent users of learning technologies but few opportunities were provided to develop or apply innovation skills.

Overall school performance

Acceptable

1. Students' achievement

		US curriculum				MOE curriculum			
		KG	Elementary	Middle	High	KG	Cycle 1	Cycle 2	Cycle 3
Islamic education 	Attainment	Not applicable	Good ↑	Acceptable	Acceptable	Not applicable	Good	Acceptable	Acceptable
	Progress	Not applicable	Good ↑	Acceptable	Acceptable	Not applicable	Good	Acceptable	Acceptable
Arabic as a first language 	Attainment	Not applicable	Acceptable	Acceptable	Acceptable	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Good ↑	Acceptable	Acceptable	Not applicable	Good	Acceptable	Good
Arabic as an additional language 	Attainment	Not applicable	Acceptable	Acceptable	Acceptable	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Good	Acceptable	Acceptable	Not applicable	Not applicable	Not applicable	Not applicable
English 	Attainment	Acceptable	Weak ↓	Weak ↓	Weak ↓	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Weak ↓	Weak ↓	Weak ↓	Not applicable	Acceptable	Acceptable	Acceptable
Mathematics 	Attainment	Acceptable	Weak ↓	Weak	Weak ↓	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Weak ↓	Weak ↓	Weak ↓	Not applicable	Acceptable	Acceptable	Acceptable
Science 	Attainment	Weak ↓	Weak ↓	Weak	Weak ↓	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Weak ↓	Weak ↓	Weak	Weak ↓	Not applicable	Acceptable	Acceptable	Acceptable

	US curriculum				MOE curriculum			
	KG	Elementary	Middle	High	KG	Cycle 1	Cycle 2	Cycle 3
Learning skills	Acceptable	Acceptable	Acceptable	Acceptable	Not applicable	Acceptable	Acceptable	Acceptable

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

	US curriculum				MOE curriculum			
	KG	Elementary	Middle	High	KG	Cycle 1	Cycle 2	Cycle 3
Personal development	Good	Good ↑	Good ↑	Good ↑	Not applicable	Good	Good	Good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good	Not applicable	Good	Good	Good
Social responsibility and innovation skills	Good	Acceptable	Acceptable	Acceptable	Not applicable	Acceptable	Acceptable	Acceptable

3. Teaching and assessment

	US curriculum				MOE curriculum			
	KG	Elementary	Middle	High	KG	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	Acceptable	Weak ↓	Weak ↓	Weak ↓	Not applicable	Acceptable	Acceptable	Acceptable
Assessment	Weak ↓	Weak ↓	Weak ↓	Weak ↓	Not applicable	Weak	Weak	Weak

4. Curriculum

	US curriculum				MOE curriculum			
	KG	Elementary	Middle	High	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum design and implementation	Acceptable	Weak ↓	Weak ↓	Weak ↓	Not applicable	Acceptable	Acceptable	Acceptable
Curriculum adaptation	Acceptable	Weak ↓	Weak ↓	Weak ↓	Not applicable	Acceptable	Acceptable	Acceptable

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

	US curriculum				MOE curriculum			
	KG	Elementary	Middle	High	KG	Cycle 1	Cycle 2	Cycle 3
Health and safety, including arrangements for child protection / safeguarding	Good	Good	Good	Good	Not applicable	Good	Good	Good
Care and support	Good	Acceptable	Acceptable	Acceptable	Not applicable	Acceptable	Acceptable	Acceptable

6. Leadership and management

	US curriculum	MOE curriculum
	All phases	All phases
The effectiveness of leadership	Weak ↓	Acceptable
School self-evaluation and improvement planning	Weak	Weak
Parents and the community	Good	Good
Governance	Weak ↓	Weak
Management, staffing, facilities and resources	Acceptable	Acceptable



Main inspection report

The Dubai Schools Inspection Bureau (DSIB) is responsible for inspecting and reporting on the standards reached by students and the quality of education provided in Dubai's private schools.

Judgements are made on a six-point scale



Using this scale, the *Main inspection report* contains the judgements about the different aspects, phases and subjects that form the work of the school.

It provides the reasons for the answers to the questions in the *Summary for parents and the community*:

- How well did the school perform overall?
- What did the school do well?
- What does the school need to do next?

1. Students' achievement

KG

Subjects	US curriculum		MOE curriculum	
	Attainment	Progress	Attainment	Progress
Islamic education	Not applicable	Not applicable	Not applicable	Not applicable
Arabic as a first language	Not applicable	Not applicable	Not applicable	Not applicable
Arabic as an additional language	Not applicable	Not applicable	Not applicable	Not applicable
English	Acceptable	Acceptable	Not applicable	Not applicable
Mathematics	Acceptable	Acceptable	Not applicable	Not applicable
Science	Weak ↓	Weak ↓	Not applicable	Not applicable

- From varied starting points, most children made acceptable progress in English. A large majority of children were learning English as an additional language. They listened carefully. They spoke with growing confidence and a small minority could answer questions in whole sentences. Phonics skills were developing steadily and children had a slowly expanding basic sight vocabulary. The majority could read and write simple three letter words and a very few were beginning to write short sentences.
- In mathematics, children reached the expected curriculum standards and made acceptable progress. The youngest children were secure in counting, could name a variety of two-dimensional shapes and colors. The majority of older children could add two numbers within 10. They were developing an appropriate range of mathematical vocabulary and starting to use a range of basic symbols with growing confidence. They had few opportunities to solve basic number problems.
- Children were making less than the expected progress in science. In KG1, they could discuss, at a basic level, the sense of sight, hearing, smell, touch and taste. By KG2, children understood some of the different features associated with night and day. Acquisition of basic factual knowledge slowly increased but scientific skills and problem solving were underdeveloped.

Elementary \ Cycle 1

	US curriculum		MOE curriculum	
Subjects	Attainment	Progress	Attainment	Progress
Islamic education	Good ↑	Good ↑	Good	Good
Arabic as a first language	Acceptable	Good ↑	Acceptable	Good
Arabic as an additional language	Acceptable	Good	Not applicable	Not applicable
English	Weak ↓	Weak ↓	Acceptable	Acceptable
Mathematics	Weak ↓	Weak ↓	Acceptable	Acceptable
Science	Weak ↓	Weak ↓	Acceptable	Acceptable

US:

- In Islamic education, attainment and progress were good. In the mid-term tests, the majority of students attained above expectations levels. By Grade 2, students demonstrated a secure knowledge of prayers and Wudo. By Grade 4, the majority of students had memorized short verses from the Holy Qur'an and were knowledgeable about the Five Pillars of Islam. External assessment information indicated an improving progress trend in the last three years. Lesson observations during the inspection confirmed this.
- In Arabic as a first language, most students demonstrated levels of attainment that were in line with curriculum expectations. Writing skills were less developed compared to other skills. Students were able to write simple sentences and were developing an appropriate level of handwriting. Students' progress in relation to their starting points was good. For example, most students listened attentively and were able to follow instructions accurately. They responded correctly to the questions posed by their teachers.
- In Arabic as an additional language, students' attainment levels were in line with the school's internal assessments. Most students listened attentively, were able to follow instructions accurately and to respond correctly to questioning. They could express basic ideas using familiar words. Progress measured from students' starting point was above expectation for the majority of students.
- In English, the majority of students were able to work together on common activities when the teacher directed their learning on a task. However, they were behind age-related standards in English word pronunciation, reading and writing. Girls were performing better than boys were. External tests and students' workbooks noted comparable standards. In lessons, a significant number of students made slow progress when related to learning objectives.
- In mathematics, the proportion of students attaining acceptable levels in international standards had been variable. In the most recent International Benchmark Testing (IBT), assessment results were low. Students made acceptable progress from their starting points and in relation to learning objectives in knowledge and understanding about mathematical techniques but their progress in problem solving was slower. This was largely due to the slow pace of lessons, insufficient challenge, limited differentiation and teachers often having low expectations of their students.
- In science, students attained levels that were below curriculum standards. Attainment had fluctuated over the last three years. In general, students made better progress in recall of knowledge than in understanding scientific concepts. Lack of opportunities restricted their ability to think critically about the underpinning reasons behind scientific phenomena. Students confidently used scientific terminology but not always accurately. For example, a majority of students used the term "consumer" in a way that excluded omnivores and carnivores. Progress was acceptable in developing practical and enquiry skills but it was weaker in other aspects. This was because it was hindered by teachers' low expectations and levels of challenge, particularly for the more able students,

MOE:

- In Islamic education, the majority of students demonstrated knowledge, understanding and skills that were above curriculum expectations. They strongly linked what they had learned to real life situations and with other areas of learning such as the behavior of a Muslim towards the environment. The majority of students made better than expected progress against lesson objectives. Students with SEND made limited progress, and girls and boys made almost the same rate of progress.
- In Arabic as a first language, most of students were working at levels that were within the Ministry of Education curriculum expectations. In lessons, they demonstrated well developed listening and speaking skills. They steadily improved their understanding of the basics of grammar, although their writing skills were still developing.
- In English, most students were developing their skills in line with curriculum expectations. Using a limited vocabulary most could talk and listen to others in a group setting. They were making slower progress in reading for understanding and in writing simple sentences.
- In mathematics, students were developing a good understanding of number and, by the end of this cycle, most could add and subtract three digit numbers accurately and understood how to solve simple algebraic equations. They made steady progress in their understanding of shape and in their ability to use geometrical tools to calculate measurements accurately.
- In science, the students' attainment was in line with curriculum expectations. Students were knowledgeable about living and non-living things and important differences between day and night. They understood and could enact the movements of the Earth and the sun to explain different times of day. By the end of this cycle, students knew about planets, their features and distribution around the solar system. They were able to talk about the UAE's Mars mission. Progress in science was acceptable but progress in solving higher order thinking questions was restricted because students had little opportunity to investigate and apply these during lessons.

Middle \ Cycle 2

	US curriculum		MOE curriculum	
Subjects	Attainment	Progress	Attainment	Progress
Islamic education	Acceptable	Acceptable	Acceptable	Acceptable
Arabic as a first language	Acceptable	Acceptable	Acceptable	Acceptable
Arabic as an additional language	Acceptable	Acceptable	Not applicable	Not applicable
English	Weak ↓	Weak ↓	Acceptable	Acceptable
Mathematics	Weak	Weak ↓	Acceptable	Acceptable
Science	Weak	Weak	Acceptable	Acceptable

US:

- In Islamic education, assessment information indicated that students' attainment was in line with national standards. This had been the case over the past three years. Students' progress was also acceptable as confirmed by school data and in lessons, most students made expected progress in relation to appropriate learning objectives. By Grade 7, students were knowledgeable of the need to fast and pray and had memorized Hadeeth and verses from the Holy Qur'an.
- In Arabic as a first language, students' attainment and progress, as assessed through internal and national assessments, were acceptable. Most students listened attentively, followed instructions accurately and respond correctly to teachers' questioning. Their speaking skills were limited most of the time to short answers. The majority of students had a basic knowledge of grammar. Students in the upper grades were confident in reading aloud and extracting information from text to answer questions.
- In Arabic as an additional language, students' attainment and progress were acceptable. The strongest language skill demonstrated by students was listening. Most students across different year levels had almost no difficulty understanding the teachers' standard Arabic, and responded appropriately to instructions and questions. Writing skills were developing slowly, mainly due to limited opportunities for creative writing.
- In English, students' attainment was weak as observed in students' workbooks and over time. Most workbooks generally demonstrated limited vocabulary with spelling and punctuation errors. Students were keen to learn and the majority read with acceptable fluency, decoded familiar words and were beginning to compose extended pieces of imaginative writing. However, the written and oral feedback on how to improve their work, from their teachers was limited.
- In mathematics, students' attainment and progress were below expectations when compared to curriculum standards. By the end of the phase, most students' understanding and skills in calculation, shape, data handling and their ability to solve problems were weak. Girls' performance levels were higher than that of boys. Lesson observations confirmed this; opportunities to apply their knowledge and develop independent thinking skills were lacking, often limiting students' ability to make the expected progress.
- In science, an insufficient number of students made the appropriate rate of progress or attained expected levels. The school focus on learning factual knowledge and of testing recall rather than understanding resulted in students not knowing their real levels of achievement. Over the past three years, internal assessments consistently overrated achievement compared to all external benchmark assessments. In lessons, low levels of challenge and lack of pace in lessons hindered the development of enquiry skills.

MOE:

- In Islamic education, most students demonstrated age appropriate knowledge of Islamic manners. They understood the difference between Wudo (ablution) and 'Al Tayammum', and could use different supplications for different occasions. Their progress in memorization of the Holy Qur'an was acceptable. Most students made gains in their understanding and in the application of Islamic morals and values.
- In Arabic as a first language, most students made adequate progress in understanding grammar and poetry. They improved their ability to respond to direct questions using brief oral responses in simple standard Arabic. Girls made slightly better progress, particularly in grammar and in reading. For a significant proportion of students, progress in writing skills was limited overall. Assessment information showed that students achieved levels that were in line with expectations.
- In English, most students talked fluently to each other, listened carefully to others' views and could make effective oral presentations to their class. Comprehension of what they read was still developing. Many were making slow progress in developing their writing skills. They had too few opportunities to write at length and needed to improve their use of grammar, punctuation and spelling.
- In mathematics, most students were able to work appropriately using fractions and percentages. They were making progress in line with curriculum expectations in their understanding of graphical representation and in solving geometrical problems.
- In science, most students were working in line with curriculum standards expectations. In Grade 6, students were able to recount what they had learned about energy transfers. By the end of this cycle, students knew about some aspects of astronomy. Students were developing their investigative skills and could discuss possible solutions to a number of issues related to the environment and health. Although students' progress in science across Cycle 2 was acceptable, internal assessment data showed that their progress in developing higher order thinking skills was less strong than progress in their knowledge and understanding of scientific concepts.

High/Cycle 3

	US curriculum		MOE curriculum	
Subjects	Attainment	Progress	Attainment	Progress
Islamic education	Acceptable	Acceptable	Acceptable	Acceptable
Arabic as a first language	Acceptable	Acceptable	Acceptable	Good
Arabic as an additional language	Acceptable	Acceptable	Not applicable	Not applicable
English	Weak ↓	Weak ↓	Acceptable	Acceptable
Mathematics	Weak ↓	Weak ↓	Acceptable	Acceptable
Science	Weak ↓	Weak ↓	Acceptable	Acceptable

US:

- In Islamic education, students' demonstrated secure knowledge, understanding and skills that were in line with curriculum expectations. For example, in Grade 11, they understood the importance of Duaa (supplications) and parts of Sunnah. The skill of recitation was weaker. Students in Grade 12 could explain the effect of Zakat on the poor.
- In Arabic as a first language, students demonstrated knowledge, understanding and skills that were in line with curriculum expectations. Students could conduct short discussions using familiar vocabulary

in simple sentences. They frequently needed support from teachers in using unfamiliar vocabulary. Their writing skills was developing slowly.

- In Arabic as an additional language, students demonstrated knowledge, understanding and skills that were in line with curriculum expectations. During lessons, students were making increasing progress in listening and reading. Students had started to develop their speaking and writing skills, although independent writing was weaker.
- Most students in English attained levels that were weak when compared to curriculum and international standards. Students' workbooks also demonstrated a limited understanding of the range of language techniques. In lessons, learning objectives were not sufficiently challenging, although students were using a wide range of vocabulary during discussions. Fluency of their dialogue, expressing themselves and the structure of written work reflected an acceptable progress.
- In mathematics, students' attainment was weak. Internal test scores were unreliable and external benchmarking and moderation were not well developed or embedded into the school assessment cycle. Students' understanding of mathematical terms, their ability to apply their knowledge to solve problems and work out solutions were inconsistent.
- In science, students' attainment was weak. This was particularly the case for boys. In lessons, students showed acceptable understanding of atomic structure, could calculate changes in velocity over time and used their knowledge of genetics to predict the outcomes of genetic crosses. However, because of limited challenge, students did not think sufficiently about their work or make appropriate cross-curricular connections. This focus on knowledge rather than understanding, coupled with the slow pace of learning, resulted in low levels of attainment in external benchmark tests.

MOE:

- In Islamic education, students had an adequate knowledge of the key Islamic concepts. They could discussed Islamic dress code and related the topic to life in the UAE society. Most students made acceptable progress in Holy Qur'an recitation and applying Tajweed rules.
- In Arabic as a first language, students were working within the expected levels. Their best progress was in understanding grammar. Their listening skills were strong and speaking skills were secure, although influenced by colloquial Arabic. Students' ability to analyze unfamiliar texts was less well developed. Extended writing skills were limited. Assessment information showed that a majority achieved levels that were in line with expectations.
- In English, most students were orally competent. They could listen attentively to a recorded message and note the main points well. Reading comprehension skills were inconsistent. Girls were making much better progress than boys in producing good pieces of extended writing.
- In mathematics, a majority of students were able to add, subtract and multiply matrices, understand quadratic functions and solve polynomial equations. They were making steady progress in developing an understanding of the properties of logarithms and in solving problems involving complex number patterns. Advance class students made significantly better progress than others did.
- In science, students' attainment was in line with the chemistry, biology, physics and geology curriculum expectations. Students were able to reflect on what they had learned and use prior knowledge to solve application questions. They were developing their investigative skills through curricular and extra-curricular activities. Few students demonstrated an ability to produce innovative ideas, especially dealing with environmental issues. Students in the literary stream focused more on acquiring knowledge and were exam-oriented. Most students made expected progress, including those with special needs. Girls outperformed boys significantly.

	US curriculum				MOE curriculum			
	KG	Elementary	Middle	High	KG	Cycle 1	Cycle 2	Cycle 3
Learning skills	Acceptable	Acceptable	Acceptable	Acceptable	Not applicable	Acceptable	Acceptable	Acceptable

US:

- In the KG, children had positive attitudes toward learning and could work for short periods without adult intervention. In the other phases, the majority of students were enthusiastic and eager to learn. However, they rarely took responsibility for their own learning. In the better lessons, students used information technology, including interactive white boards and iPads, to research with confidence.
- When given the opportunity, students were able to collaborate well, sharing ideas and successfully supporting each other to achieve a common goal. However, these opportunities were inconsistently provided.
- In lessons, teachers missed opportunities to make connections between different areas of learning. As a result, students made limited progress in relating these connections to their understanding of the world.
- The skills of critical thinking, independence and collaboration were not embedded throughout the school. Most students were dependent on instructions and directions from their teachers. In lessons, students did not consistently research, collate, discuss and present their work to a high standard.

MOE:

- Almost all students had positive attitudes toward learning but they were mostly passive learners and did what they were asked to do. They required intervention from the teacher before they identified their next steps in learning.
- Group work was not effective enough; interaction and collaboration between students were limited. In many lessons, students were dependent on the teacher, which prevented them learning from each other.
- In most lessons, students made connections between their new learning and other areas of learning, and they were able to relate it to real life situations.
- In all the observed lessons, research and using learning technologies to support learning were limited. Critical thinking and problem solving skills were developing.

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

	US curriculum				MOE curriculum			
	KG	Elementary	Middle	High	KG	Cycle 1	Cycle 2	Cycle 3
Personal development	Good	Good ↑	Good ↑	Good ↑	Not applicable	Good	Good	Good

US:

- In the KG, children had sensible attitudes and were considerate and caring towards each other. In other phases, students mostly exhibited positive attitudes to learning and took responsibility whenever they had the chance.
- Students' behavior was generally good throughout the school. They behaved well in lessons and when moving around the school. When provided with the opportunity, they were able to resolve disputes or issues that arose.
- Relationships between students and staff were very respectful. Students were sensitive, understood the needs and differences of others and readily helped each other.
- Students had a good understanding of healthy living, taking part in activities that promoted healthy living. Students across the school from KG onwards steadily grew in their understanding of how to keep themselves safe and healthy and followed the school advice towards healthy life styles.
- Attendance was acceptable overall. However, although students usually arrived to lessons on time, a few students were late to the morning assembly. They were aware of the link between good attendance and good educational outcomes.

MOE:

- Most students demonstrated positive attitudes towards others and towards their learning. They listened well to feedback but frequently needed some guidance from their teachers. Attitudes towards learning were best in Cycle 1 and in the girls' advanced classes in the upper grades.
- Most students respected and followed the school rules, particularly in lessons. Behavior was mostly sensible across all phases of the MoE section although, in a few cases, a small proportion of students needed supervision and guidance from their teachers.
- Relationships amongst students and with their teachers were mostly positive. Many students helped their peers with SEND, particularly in Cycle 1. Students co-operated well with each other in their lessons, although this was less evident outside the classroom, especially at break times.
- Most students had an adequate understanding of healthy eating habits. They understood the importance of healthy life styles and most of them made reasonable choices with the food they ate at school.
- Attendance was acceptable. Most students were punctual and arrived in good time for the school in the morning and for their lessons during the school day. However, occasionally a few students arrived late for their lessons.

	US curriculum				MOE curriculum			
	KG	Elementary	Middle	High	KG	Cycle 1	Cycle 2	Cycle 3
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good	Not applicable	Good	Good	Good

US:

- Students demonstrated a clear appreciation and understanding of how Islamic values influence contemporary UAE society. This was supported well through their participation in the UAE social studies lessons, with students discussing the effect of the Islamic morals of love and equality as important aspects of society.
- Students were knowledgeable and appreciative of the heritage and culture that underpins and influences modern life in the UAE. They participated in a range of cultural activities such as National Day and the Day of Shahid. They could confidently discuss heritage sports such as camel racing and horseracing.
- Students discussed their own cultures and backgrounds in depth, describing similarities and differences. They were interested and sensitive to the cultures of others.

MOE:

- Students' awareness and understanding of Islamic values was strong across Cycles 1, 2 and 3. Students gave many examples of how Islamic values influenced everyday life in the UAE and their own lives.
- Students had clear knowledge and appreciation of the UAE cultural heritage. Particularly in the upper grades, students explained well many examples of UAE and Arab traditions in marriage, dress and holidays. They were knowledgeable about the development and the history of UAE.
- Students explained well a number of features of their own cultures and took great pride in these. They were fully aware of the diversity and cultural richness in Dubai and interacted with other students from different cultures.

	US curriculum				MOE curriculum			
	KG	Elementary	Middle	High	KG	Cycle 1	Cycle 2	Cycle 3
Social responsibility and innovation skills	Good	Acceptable	Acceptable	Acceptable	Not applicable	Acceptable	Acceptable	Acceptable

Provision for social responsibility and innovation skills was similar in both the MOE and US curriculum.

- Students demonstrated an emerging understanding of their roles and responsibilities at the school and as active citizens living in Dubai. As such, very few of them initiated and led activities. This was despite their strong contribution to benefit the school and the wider community through planned responsibilities and volunteer activities led by adults and several high-profile external partners. Students showed care and consideration for others.

- Students demonstrated positive attitudes towards their involvement and contribution in the planned activities and projects. Some of them spoke passionately about their inventions in technology and design but these were a few and had little impact on the school and the community. Their economic decision-making was underdeveloped.
- Students demonstrated an emerging understanding of environmental sustainability. They were unable to relate the concepts of their applied projects to their daily lives. They were unaware of the contribution of Dubai towards solving the problems of global warming, water conservation and waste management.

3. Teaching and assessment

	US curriculum				MOE curriculum			
	KG	Elementary	Middle	High	KG	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	Acceptable	Weak ↓	Weak ↓	Weak ↓	Not applicable	Acceptable	Acceptable	Acceptable

US:

- Most teachers had secure subject knowledge. However, not all teachers demonstrated an understanding of how students acquire specific skills. Teachers often accepted simple short answers rather than extending students' learning by asking for detailed responses. In the KG, most teachers had reasonably secure subject knowledge but not all had a good understanding of how young children learn best.
- Lesson planning was variable. In a small minority of lessons, learning objectives did not focus sufficiently upon the acquisition of knowledge, skills and understanding. In addition, planning did not make sufficiently clear how the learning of different groups of students was to be improved. As a result, too many students did the same tasks.
- In the better lessons there was effective teacher-student interaction and evidence of high-order questioning with opportunities for student dialogue. This was particularly the case in the high school phase. However, in weaker lessons, teacher talk dominated. Questions were targeted at recalling lesson content rather than engaging students in reflection and meaningful dialogue.
- Teachers did not have up-to-date and detailed knowledge of the strengths and weaknesses in the attainment and progress of individuals and groups of students. Consequently, they had difficulty in pairing tasks and resources to the learning needs of each group. Teaching did not make enough demands of all students, particularly the more able. Teachers did not check how well students were learning in lessons so that they could improve their progress.
- In a few lessons, students developed strategies and skills to solve problems and provided with key vocabulary. This enabled them to apply their knowledge successfully. For example, in a Grade 5 mathematics lesson students used role-play to challenge each other in purchasing items. However, in the main, lessons were teacher-directed. Opportunities were limited for students to work independently and become active learners.
- Teachers of Arabic demonstrated sound subject knowledge. They were able to accommodate the needs of different groups of students, creating supportive learning environments, using dialogue and interaction.

MOE:

- The quality of teaching was generally acceptable across the phases. All teachers demonstrated secure subject knowledge and there were several examples of good teaching where students had been placed in advanced classes where the standard of work was of a higher order.
- Most teachers planned for lessons with clear objectives linked to the MoE curriculum standards. In almost all lessons, teachers used technology to support teaching.
- Most teachers established very good relationship with students. They interacted with students through effective questioning; ensuring students were active and engaged. Deeper questions were limited, especially to challenge the students further. In the better lessons, for example in science, teachers used questions to build higher order thinking skills. However, most teachers did not allow sufficient time for students to reflect on their thinking processes.
- Most teachers taught the whole class with little opportunities for effective cooperative or independent learning. In the better lessons, in English for example, teachers differentiated the product expected from students with different abilities and starting points. Generally, teaching strategies contained limited differentiation, and support was not sufficiently personalized. As a result, students' varied needs were not always met.
- There were limited opportunities for developing students' problem solving, innovation and independent learning skills. Overall, critical thinking was limited. The introduction of higher order thinking questions from international tests in mathematics and science, and the opportunities for a few students to innovate and think creatively in the science club were having a positive effect.
- Teaching in Arabic was more effective in Cycle 1 and 3 and often led to good progress by the majority of students. Where it was more effective, teachers engaged the students, provided them with opportunities to increase their vocabulary and use their language skills in different contexts.

	US curriculum				MOE curriculum			
	KG	Elementary	Middle	High	KG	Cycle 1	Cycle 2	Cycle 3
Assessment	Weak ↓	Weak ↓	Weak ↓	Weak ↓	Not applicable	Weak	Weak	Weak

Provision for assessment was similar in both the MOE and US curriculum.

- Internal assessment processes were inconsistent. These were often restricted to measuring children's knowledge and had limited use as measures of progress. Children's attainment in the key areas of the curriculum, was assessed within the first month of the academic year but this was not moderated effectively. There were no benchmarks against which to measure children's academic outcomes and internal moderation processes lacked rigor.
- Although, external tests provided assessment information, analysis of this information was not used consistently to drive improvements in teaching or evaluate students' progress. External assessment information had not been used to calibrate internal assessment. They had not been analyzed consistently, across all phases and subjects, to ensure effective monitoring of groups and individual students.
- Rigorous systems to track ability groups, progress over time, and the setting of learning targets for students was not common practice in the school. Information about students' achievements was not systematically used.

- Limited use was made of assessment information to modify lessons to narrow the gap in attainment between Emirati students and others. Lesson plans were rarely modified and individual learning targets for students were not in place. However, lower achieving students were identified and given extra support when needed. Providing more challenge for the higher achieving students was not consistent in all phases
- Although teachers in some classes provided oral feedback to students, written feedback was often cursory and limited to marking answers. Teachers rarely communicated on what students needed to do to improve. As a result, students were unaware of their levels of success or understanding. Self- and peer-assessment, utilizing rubrics and objective criteria, was not an embedded practice.

4. Curriculum

	US curriculum				MOE curriculum			
	KG	Elementary	Middle	High	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum design and implementation	Acceptable	Weak ↓	Weak ↓	Weak ↓	Not applicable	Acceptable	Acceptable	Acceptable

US:

- The rationale and purpose of the curriculum was unclear. It did not adequately prepare students for the next phase of their lives and education. There was confusion amongst the staff as to whether these were the California standards or the AERO standards. Consequently, international assessments were only loosely aligned to the curriculum. Currently, no senior staff members had the experience or qualifications to lead curriculum development.
- In the KG, the curriculum was often unimaginative with few opportunities for enterprise, innovation, creativity or social contribution. This resulted in a minority of children disengaging in too many lessons. As students progressed through the school, there was limited planning for students to acquire the skills and knowledge to be successful in the next grade.
- The selection and number of elective courses offered allowed students to meet the graduation requirements. However, the limited number of electives and the times available narrowed their choices. The school had introduced a range of curriculum options such as fine arts and information and communication technology (ICT). However, the planning did not sufficiently refer to the curriculum standards, the learning goals or the intended outcomes.
- A cross-curricular approach was sometimes used to enrich and add relevance to students' learning. Cross-curricular links were incorporated into daily plans. They were taught effectively in a few classes, mostly in the higher grades. Such links and the use of real-life contexts were particularly strong in Islamic education, social studies and Arabic.

Some heads of departments reviewed the curriculum annually. They were slowly introducing different teaching methods, such as active learning by students especially in the high school phase. However, these changes were too recent to have an impact on students' attainment and progress. The curriculum as a whole lacked comprehensiveness, cohesiveness and full integration of different subjects.

MOE:

- The MoE curriculum was fully compliant with the revised statutory requirements. The school was using the appropriate textbooks and workbooks. In mathematics, both the MoE and US sections followed the same (MoE) curriculum and used the same textbooks. Creativity within subjects was limited and lessons focused on the development of knowledge rather than on transferable skills.
- The curriculum was planned with acceptable progression. It adequately met the needs of the students. Students were sufficiently prepared for the next phase of education, within school and beyond.
- Students chose general or advanced streams but the curricular options were narrow and overly prescriptive. They did not develop or follow students' interests or aspirations sufficiently.
- Some cross-curricular links were planned but they did not sufficiently help students to transfer learning between different subjects. The best plans enabled teachers to provide opportunities which strengthened skill development in different contexts.
- This year, the school had reviewed the newly revised MoE curriculum more thoroughly to identify and outline the specific standards and to benchmark the learning outcomes. Some active teaching strategies were being used but these changes had not had time to improve students' attainment and progress. As a result, most students' needs were only adequately met in terms of academic outcomes and personal development.
- The UAE social studies was provided as a standalone subject in the MoE section. It was taught through separate lessons and highlighted the UAE culture and heritage.

	US curriculum				MOE curriculum			
	KG	Elementary	Middle	High	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum adaptation	Acceptable	Weak ↓	Weak ↓	Weak ↓	Not applicable	Acceptable	Acceptable	Acceptable

US:

- The curriculum was catering adequately for the educational needs of some groups of students. There was some recognition of the different abilities and learning needs of low attainers but this was mostly in the planning stage where teaching was strong. The same curriculum was applied too rigorously to all students. Students with SEND and high achievers were not catered for in almost all classes.
- The school did not have a written strategic plan but was fully aware of the national innovation agenda and verbally conveyed goals for the coming year, including linking innovation skills to improved TIMSS and PISA results. The curriculum and timetable had been adapted to highlight STEM and there were connections with several external partners. However, these elements lacked coherence.
- Adequate links with the UAE society and Emirati culture were in place within the US curriculum. Opportunities were provided for students to deepen their understanding of UAE history, culture and heritage.
- The school had integrated Arabic language into weekly sessions in the KG. Teachers modelled the language and children learned through songs and role-play. They were able to construct very simple sentences.

MOE:

- The school had recently thoroughly reviewed the newly revised MoE curriculum to identify and outline specific standards and to benchmark students' learning outcomes. Basic adaptations were slow in implementation, for example active teaching strategies and curricular links. Consequently, they had not yet had an impact on students' attainment and progress.
- The curriculum was functional and engaged the majority of students with limited opportunities for enterprise, innovation, creativity or social contribution. A minority of students was disengaged. There was a limited range of extracurricular activities and community links with little impact on students' academic and personal development.
- Links with Emirati culture and UAE society were at the core of the MoE curriculum and specifically the social studies one. Students across the phases demonstrated a good understanding and appreciation of the heritage of the UAE. This included Emirati traditions, culture and the values that influenced UAE society.

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

	US curriculum				MOE curriculum			
	KG	Elementary	Middle	High	KG	Cycle 1	Cycle 2	Cycle 3
Health and safety, including arrangements for child protection / safeguarding	Good	Good	Good	Good	Not applicable	Good	Good	Good

Provision for the protection, care, guidance and support of students was similar in both the MOE and US curriculum.

- The school had a comprehensive child protection policy, which was understood by staff, parents and students. The training of staff on safeguarding students was thorough and all staff were fully aware of procedures. The school's policy for protecting students from bullying, including the potential dangers of the internet and social media, was understood clearly.
- The school conducted regular and thorough checks on the premises to ensure that any potential hazards were noted and promptly addressed. The environment was clean and hygienic. Regular fire drills were conducted and recorded appropriately. Security guards were vigilant at the school's entrances and around the school, and visitors were checked on arrival to ensure that the site was safe and secure.
- The school ensured that students were well supervised on arrival and departure from school and that there were safe and efficient arrangements for school transport. Well-qualified medical staff provided good quality medical care for all students. Routine medical checks were carried out for students and detailed records were maintained.
- The premises and facilities were well maintained and fit for purpose. The provision for students who were disabled had been improved and access ramps were in place. Additionally, specialist teachers and support staff were using three activity centers well for individual and small group support.
- The medical staff promoted healthy living and ensured students were aware of the importance of diet and exercise. The variety of food provided by the school ensured that students had healthy options from which to choose their meals. A limited number of opportunities for extra-curricular sporting activities were in place for all students.

		US curriculum				MOE curriculum		
	KG	Elementary	Middle	High	KG	Cycle 1	Cycle 2	Cycle 3
Care and support	Good	Acceptable	Acceptable	Acceptable	Not applicable	Acceptable	Acceptable	Acceptable

Provision for care and support was similar in both the MOE and US curriculum.

- Staff had positive relationships with students. There was a consistent approach to the management of behavior and, generally, most teachers managed students' behavior supportively. As a result, most students demonstrated good levels of self-discipline in lessons and at break times. The school had worked successfully with a small group of students to help them improve their behavior to access learning.
- The school had adequate tracking procedures for attendance and followed up action, which ensured the acceptable attendance rate. Most students arrived promptly at the beginning of the day and for lessons. The attendance rate for children in KG was slightly lower than average.
- The school's systems for identifying students with SEND were robust, ensuring students' needs were accurately identified. Specialist staff for SEND identified students at an early stage so that the school could plan and target appropriate support to meet students' needs. The school had identified students who were gifted and talented. However, the resultant information was not used to provide challenge in lessons.
- The specialist staff for SEND provided well-targeted and individualized support for groups of students in small withdrawal groups. This enabled students to make expected progress in their literacy and numeracy skills. The quality of support for students in class was too variable as tasks were not adapted and support did not meet the specific needs of students.
- The school promoted students' welfare and personal development well. Students had access to support if they had any concerns, including their academic progress. Students reported that they were cared for well. The school's systems for tracking academic progress were underdeveloped and were not used to set targets for students and plan the next steps in their learning.

Provision for students with special educational needs and disabilities (SEND)

	US curriculum	MOE curriculum
The overall effectiveness of provision for students with special educational needs and disabilities	Acceptable	Acceptable

Provision for students with SEND was similar in both the MOE and US curriculum.

- The school was inclusive and admitted students with a wide range of special educational needs and disabilities (SEND). The well-qualified and appropriately experienced specialist team had a clear vision for the development of the provision for students with SEND. They had implemented a targeted improvement plan, which was starting to have impact.
- The specialist team for students with SEND provided well-targeted support for students and offered useful and relevant guidance and advice to teachers. However, the quality of targeted planning, curriculum modification and support in classrooms was variable. Too often, this did not take account of the abilities or needs of students with SEND.

- The specialist team provided good support, which promoted learning and progress. The inclusive ethos and positive relationships within the school supported the personal and social development of all students, including those with SEND. However, academic progress in lessons was not as strong.
- Teachers did not demonstrate a sufficient level of commitment to the learning and progress of students with SEND. Planning and curriculum modification were too often not well matched to the students' needs.
- Systems for the tracking and monitoring of student progress had been improved. Further work was required to ensure that they fully reflected student progress in relation to targeted barriers to learning.
- Students benefitted from the strong partnership established with parents, who valued the care and support provided by the school.

6. Leadership and management

	US curriculum	MOE curriculum
The effectiveness of leadership	Weak ↓	Acceptable

- The principal had been instrumental in creating a welcoming and respectful school community. The MoE section of the school had a clear mission and fulfilled this adequately. However, leaders had not ensured that the US section was adequately preparing students for their future careers. They were not systematically driving the necessary change to meet the UAE national priorities.
- Some leaders were relatively new in post and needed intensive support to guide them in their role. Some were better placed than others to lead the necessary improvements. Consequently, their effectiveness varied. Not all leaders rigorously monitored areas of responsibility. The systems for following up findings were not robust. As a result, the overall quality of teaching and student outcomes had not improved in English, mathematics and science.
- Relationships in the school were professional and staff appreciated the opportunities for training and professional development. However, not all staff were clear on what was required of them and lines of accountability were not secure.
- Not all senior and middle leaders played a role in driving improvements in their areas. Inconsistency in the quality of teaching were evident and the monitoring of improvements by senior leaders lacked rigor. Although the school had a vast amount of information on students' attainment it did not use this to inform teaching or modify the curriculum.
- Leaders did not have a clear understanding of the school's strengths and weaknesses. The correct priorities had not been identified demonstrating the school's insufficient capacity to continue to improve. In the MoE section, subject leaders ensured students' learning was based on up-to-date MoE textbooks. Most provided guidance for staff, particularly, the new teachers on teaching strategies for use in classrooms.

	US curriculum	MOE curriculum
School self-evaluation and improvement planning	Weak	Weak
- The principal had involved subject leaders in the writing of the self-evaluation form for this academic year. However, there were numerous inconsistencies in the level of rigor and accuracy in the analysis of school data. As a result, self-evaluation was descriptive rather than evaluative and areas for improvement were not accurately identified. There was an insufficient focus on improving teaching and raising students' achievement. - Senior leaders did not have an accurate picture of how well the school was doing and their evaluation of teaching was too generous. This was because the monitoring of teaching was not rigorous and did not focus on students' progress and learning in lessons. - The school's improvement plan lacked the necessary precision to ensure full effectiveness. The omissions of coherent key targets, success criteria and procedures for monitoring and evaluating the implementation and impact of each priority were under-developed. - Senior leaders had not identified the shortcomings in teaching in important areas, for example in the US section of the school, the elementary phase and science. Consequently, strategies to address these shortcomings were not in place. The school had made limited progress in addressing the recommendations from the previous report.		

	US curriculum	MOE curriculum
Partnerships with parents and the community	Good	Good
- The school had developed strong relationships with parents. Members of the senior leadership team were available to see parents throughout the school day. Parent surveys carried out by the school, KHDA and a meeting with parents indicated that most parents were happy with the school's work. - The vast majority of parents believed communication was strong and effective because there were well-developed, regular and embedded systems in place. School staff arranged one-to-one meetings with parents to discuss and update them on any issues affecting their children. - Parents commented positively on the quality of their children's reports. They noted these to be useful in providing them with the subject and aspects in need of improvement. This was in addition to parent-teacher conferences. - Parents were supportive of the school, particularly as they considered that their children were happy and enjoyed learning. They felt the school was a part of the local community. Staff were approachable and quickly resolved any issues that arose.		

	US curriculum	MOE curriculum
Governance	Weak ↓	Weak
- Governors were well meaning and interested in the school. They sought the views of parents through surveys. The roles and responsibilities of the governing body were not clearly defined nor clearly understood. - Governors were very reliant on the information from senior leaders and did not have a clear understanding of the school's performance. As a result, the governing board did not have a realistic picture of the quality of teaching. They had been ineffective in holding leaders to account. - Governors had ensured appropriate investment in the school. For example, in resources and the appointment of key staff. However, this had not contributed to the school addressing the recommendations from the previous inspection report. Because of governors' supervision, the school was a safe and secure site and all safeguarding practices met statutory requirements.		

	US curriculum	MOE curriculum
Management, staffing, facilities and resources	Acceptable	Acceptable
- The school ran well on a day-to-day basis because of an appropriate and effective set of policies and procedures. The efficient administrative staff carried out their roles to a high standard. - Nearly all staff met the KHDA minimum requirements for qualifications, and most were suitably deployed. However, the majority lacked formal professional qualifications in teaching. In the U.S. section, only a minority had evidence of appropriate levels of fluency in the use of English and, in some lessons, this impeded learning. The school had provided significant professional development opportunities but had not effectively followed this up. - The school was well maintained and provided a clean, safe environment. There was a wide range of specialist facilities. The design of the premises ensured that students with limited mobility were able to move freely around most areas of the school. Some classrooms were small and cramped for the number of students in the class and this restricted group work. - Learning resources were appropriate for learning in most areas of the school. Nearly all rooms had computers with digital projectors. Wi-Fi had been installed across the school to support the 'bring your own device' policy. Classrooms and corridors, particularly in the U.S. section, had a vibrant range of displays of student work.		

The views of the parents, teachers and students

Before the inspection, the views of the parents, teachers and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys		
Responses received	Number	
Parents* 	2015-2016	36
	2014-2015	110
Teachers 	107	
Students 	220	

*The number of responses from parents is based on the number of families.

- Most parents and students expressed that they were satisfied with the quality of education at the school.
- Most parents believed that their children were making good progress in English, mathematics, and science, and students generally agreed.
- A few parents expressed their concern about the quality of their children's progress in Arabic.
- Most students and teachers believed that the school dealt well with bullying. Only a few parents expressed their concern about bullying in the school.
- Most parents believed the school listened to parents and acted on their views.
- The large majority of parents considered that their children's academic reports and meetings with teachers kept them informed about their children's progress.
- The large majority of parents believed the school prepared their children well for the next stage of life/learning and provided careers education.
- Most students said that their teachers helped them to learn.

If you have a concern or wish to comment on any aspect of this report, you should contact inspection@khda.gov.ae