

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

دبي
Knowledge المعرفة

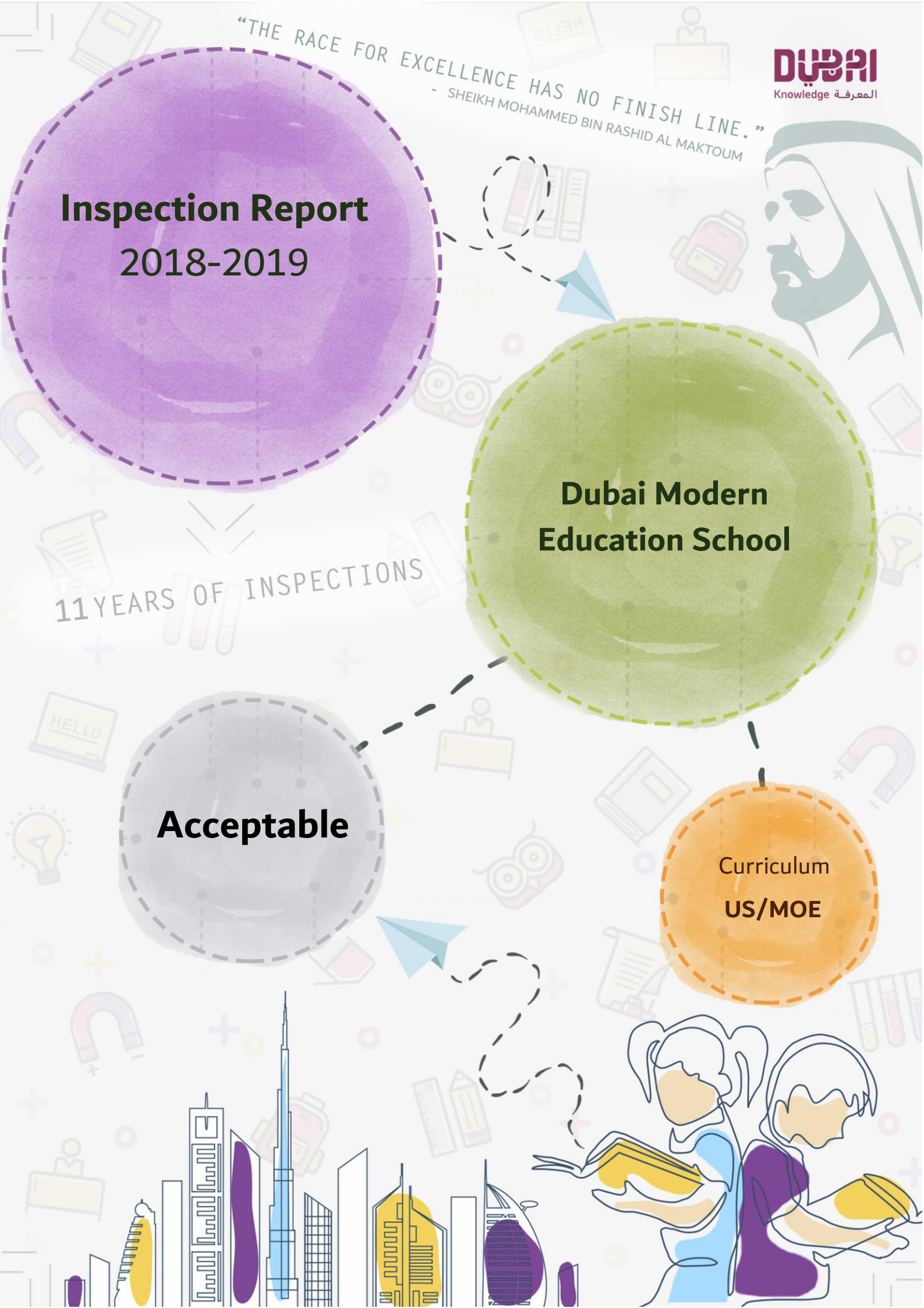
Inspection Report 2018-2019

**Dubai Modern
Education School**

11 YEARS OF INSPECTIONS

Acceptable

Curriculum
US/MOE



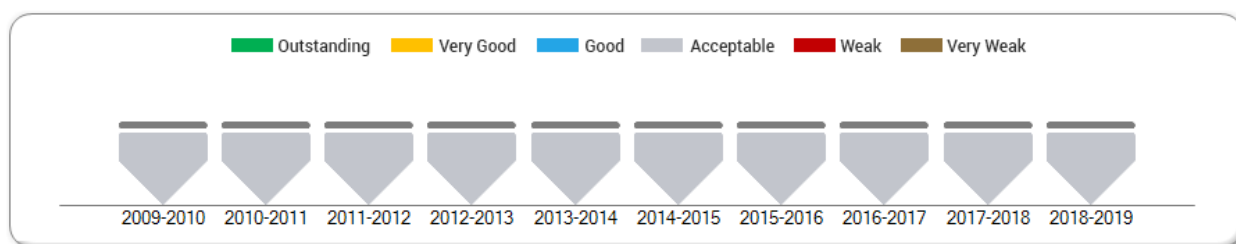
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School Information

General Information	 Location	Al Mizhar	
	 Opening year of School	1996	
	 Website	www.dmes.ae	
	 Telephone	042885115	
	 Principal	Dr. Lara Abdallah	
	 Principal - Date appointed	1/6/2019	
	 Language of Instruction	English/Arabic	
	 Inspection Dates:	25 to 28 March 2019	
Students	 Gender of students	US/MOE: Boys and girls	
	 Age range	US: 4 – 19	MOE: 5 - 19
	 Grades or year groups	US: KG1 to G12	MOE: G1 to G12
	 Number of students on roll	US: 1619	MOE: 716
	 Number of Emirati students	US: 1078	MOE: 408
	 Number of students of determination	US: 41	MOE: 34
	 Largest nationality group of students	US/MOE: Emirati	
Teachers	 Number of teachers	US: 123	MOE: 67
	 Largest nationality group of teachers	US/MOE: Egyptian	
	 Number of teaching assistants	US: 25	MOE: 0
	 Teacher-student ratio	US: 1 to 13	MOE: 1 to 11
	 Number of guidance counsellors	US: 3	MOE: 2
	 Teacher turnover	US: 5%	MOE: 2%
Curriculum	 Educational Permit/ License	US/MOE	
	 Main Curriculum	US/MOE	
	 External Tests and Examinations	MAP,IBT,CAT4,EMSAT,SAT,IELTS	
	 Accreditation	none	
	 National Agenda Benchmark Tests	MAP,IBT,CAT4	

School Journey for Dubai Modern Education School



Summary of Inspection Findings 2018-2019

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

Students' Outcomes

US

- Students' progress in most subjects is improving, but this is not having an impact on attainment, which is predominantly weak in English, mathematics and science. The most recent Measures of Academic Progress (MAP) assessments are showing signs of improvement in students' attainment and progress in these subjects. Students' reading levels in English are low. Performance in Arabic and Islamic education is better.

MOE

- Students are continuing to make good progress in a large majority of subjects across all cycles, particularly in English and science, where attainment is now good. Students' learning skills are improving, most noticeably in Cycle 2, although this is not having an impact on the low achievement levels.

US

- Students are polite and respectful towards one another. Their attendance rates are improving, but the late arrival of some students in the morning is an issue. Students' understanding of Islamic values and Emirati culture is good and is an improving feature of the middle school. Opportunities for enterprise and innovation are limited in all phases.

MOE

- Students' understanding of Islamic values and Emirati culture is well-developed, especially in Cycle 3. In all cycles, the students' understanding of world cultures is less developed. Across the school, students' behavior and respect for one another is improving. In all phases, opportunities for enterprise and innovation are limited.

Provision for learners

US

- Teaching for effective learning is acceptable in all phases and has improved in the middle school. Critical thinking and problem-solving are not consistent features of most lessons. Assessment practices remain acceptable across all phases. Teachers do not make enough use of assessment information to plan to meet the needs of all students.

MOE

- Although good in Cycle 3, teaching for effective learning remains inconsistent across the school. Critical thinking and problem-solving are not a strong feature of most lessons. Assessment practices are consistent across all phases. Teachers make enough use of assessment information to plan to meet the needs of all students.

US

- Leaders have paid more attention to the requirements of the California State Standards, and the alignment of the school's High School Diploma to these requirements is improving. Adaptations of the curriculum to meet the needs of all students are limited.

MOE

- The school is compliant in meeting the requirements of the Ministry of Education (MoE) curriculum standards, including for those subjects that are taught through the medium of English in Cycle 3. Adaptations of the curriculum to meet the needs of all students are inconsistent.

US/MOE

- The procedures for health and safety, child protection and safeguarding are effective and efficient. This is an improving aspect of provision across both sections of the school. The monitoring of the support provided for students of determination, to ensure that their needs are being met, is improving.

Leadership and management

US/MOE

- With the appointment of the new executive principal in January, and the full support of the owner and governing board, the school now effectively operates under one senior leadership team and as one school. All policies and procedures are the same for both sections. This is leading to significant changes and more focused plans for improvement. However, it is too early to evaluate the impact of these changes. The links with parents are constructive, and parents are becoming more involved in their children's education. The management of facilities, resources and the day-to-day arrangements are effective.

What the School does Best:

US

- Students' improving achievement in Islamic education in the elementary school and Arabic as a first language in the high school
- Students' improving understanding of Islamic values and Emirati culture, especially in the middle school

MOE

- Students' improving achievement in Islamic education and English in Cycle 1
- Students' improving attitudes and behavior, especially in Cycles 1 and 3

US/MOE

- The provision for health and safety and child safeguarding across the school
- The support of the board for the new executive principal's drive for improvement
- The effective partnerships with the parents.

Key Recommendations:

US

- Improve the outcomes for all students by improving teaching approaches to support students' learning in an additional language.
- Ensure that the curriculum fully aligns with the requirements of the California State for the awarding of a High School Diploma that meets university entrance requirements.

US/MOE

- Improve the outcomes for all students by improving:
 - the use of assessment information in curriculum and lesson planning to meet individual student's learning needs
 - the alignment of lesson plans to the curriculum standards
 - the quality of teaching for effective learning across the school.
- Develop a strategic vision for the future of the school that is understood and shared by all members of the school community.
- Ensure that improvement plans are collaboratively produced, linked to the school's strategic vision and have an emphasis on improving student outcomes.
- Strengthen the leadership and provision for students of determination, to ensure that the curriculum is adapted to meet their individual needs and that their progress is carefully monitored.

Overall School Performance

Acceptable

1. Students' Achievement

		US section				MOE section		
		KG	Elementary	Middle	High	Cycle 1	Cycle 2	Cycle 3
 Islamic Education	Attainment	Not applicable	Good ↑	Acceptable	Acceptable	Good ↑	Acceptable	Good
	Progress	Not applicable	Good ↑	Acceptable	Acceptable	Good	Good	Good
 Arabic as a First Language	Attainment	Not applicable	Acceptable	Acceptable	Good ↑	Acceptable	Acceptable	Good
	Progress	Not applicable	Good	Good ↑	Good ↑	Good	Good ↑	Good
 Arabic as an Additional Language	Attainment	Not applicable	Good	Acceptable	Acceptable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Good	Acceptable	Acceptable ↓	Not applicable	Not applicable	Not applicable
 English	Attainment	Acceptable ↓	Weak ↓	Weak	Weak	Good ↑	Acceptable	Good
	Progress	Acceptable ↓	Acceptable	Weak	Acceptable ↑	Good ↑	Acceptable	Good
 Mathematics	Attainment	Acceptable	Weak	Weak	Weak	Acceptable	Acceptable	Good
	Progress	Acceptable ↓	Acceptable	Acceptable ↑	Acceptable	Acceptable	Acceptable	Good
 Science	Attainment	Acceptable	Weak	Weak	Weak	Acceptable	Acceptable	Good
	Progress	Acceptable	Acceptable ↑	Acceptable ↑	Acceptable	Acceptable	Acceptable	Good
		US section				MOE section		
		KG	Elementary	Middle	High	Cycle 1	Cycle 2	Cycle 3
Learning skills		Good	Acceptable	Acceptable	Acceptable	Acceptable	Good ↑	Good

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

	US section				MOE section		
	KG	Elementary	Middle	High	Cycle 1	Cycle 2	Cycle 3
Personal development	Good	Good	Good	Good	Very good ↑	Good	Very good ↑
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Very good ↑	Very good	Good	Good	Very good
Social responsibility and innovation skills	Good	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Good

3. Teaching and assessment

	US section				MOE section		
	KG	Elementary	Middle	High	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	Acceptable ↓	Acceptable	Acceptable ↑	Acceptable	Acceptable	Acceptable	Good
Assessment	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable

4. Curriculum

	US section				MOE section		
	KG	Elementary	Middle	High	Cycle 1	Cycle 2	Cycle 3
Curriculum design and implementation	Acceptable	Acceptable	Weak	Weak	Good ↑	Acceptable	Good
Curriculum adaptation	Acceptable	Acceptable	Weak	Weak	Acceptable	Acceptable	Acceptable

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

	US section				MOE section		
	KG	Elementary	Middle	High	Cycle 1	Cycle 2	Cycle 3
Health and safety, including arrangements for child protection/ safeguarding	Very good ↑	Very good ↑	Very good ↑	Very good ↑	Very good ↑	Very good ↑	Very good ↑
Care and support	Acceptable ↓	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable

6. Leadership and management

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

US section

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

School's Progression in International Assessments

is below expectations

US

- International assessment information shows that the attainment levels in the students' scores in the International Benchmark Tests (IBT) for Arabic as an additional language are outstanding. However, the performance in MAP tests for science, mathematics and English has been consistently weak. The school is now making more use of assessment information to modify the curriculum as part of its strategy to improve students' attainment. The results of measures of cognitive potential (CAT4) are not being used to inform lesson planning.

Impact of Leadership

is below expectations

US

- The executive principal and all school leaders fully support the vision and goals of the National Agenda (NA). The detailed NA action plan outlines what needs to be done to improve the school's performance and identifies the measurable targets by which the outcomes will be evaluated.

Impact of Learning

is below expectations

US

- The school has started to promote the development of inquiry and higher order thinking skills across all phases. However, progress in this area and in students' application of research skills and use of technology to support their learning is not well-developed.

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

MOE section

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

School's Progression in International Assessments

meets expectations

MOE

- International assessment information shows that the attainment levels of students in the International Benchmark Tests (IBT) in English, mathematics and science improved significantly between 2017 and 2018. Leaders are taking action to ensure that there is close alignment between internal and external assessment results. The outcomes of the Trends in International Mathematics and Science Study (TIMSS) and Program for International Student Assessment (PISA) assessments are used to modify the curriculum in science to meet the learning needs of students. The outcomes of cognitive ability assessments (CAT4) are not being used to inform lesson planning.

Impact of Leadership

meets expectations

MOE

- The executive principal and all school leaders fully support the vision and goals of the National Agenda (NA). The detailed NA action plan outlines the action to be taken to improve the school's performance and identifies the measurable targets by which the outcomes will be evaluated

Impact of Learning

is approaching expectations

MOE

- The school promotes the development of inquiry and higher order thinking skills for students, and recent progress in this area has been rapid, particularly in Cycle 3. Students' ability to think critically is becoming stronger across the school. However, their use of technology to support learning is less developed.

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

For development:

US/MOE

- Ensure that teachers make full use of CAT4 assessment information to guide lesson planning and meet the learning needs of all groups of students.
- Support the development of high-quality leadership in all areas of the school.
- Ensure that the development of critical thinking and research skills is embedded in all subjects.

Reading Across the Curriculum

US

- Initiatives to develop students' reading across the curriculum are making some progress. There is an increased emphasis on reading in Arabic in social studies.
- In the KG, the teaching of phonics provides children with a strategy for early reading. Older students show increasing confidence in their ability to apply their reading skills across the curriculum.
- There are two librarians in post, who are making progress in encouraging students to read for pleasure. There is a clear strategy to develop the library as a hub for reading.
- Leaders are committed to improving reading, but these efforts are being hampered by the reluctance of some staff to implement new initiatives.

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

MOE

- The recently-introduced initiatives are improving reading across the curriculum. As a result of these initiatives, students have more opportunities for reading both in English and Arabic.
- Students are developing consistent reading strategies, which they apply in reading sessions in Arabic and English on a weekly basis.
- The library facilities are not conducive to creating a culture of reading for pleasure and the development of a lifelong love of reading.
- Leaders are committed to a whole-school approach to the development of reading. The recently-introduced initiatives are beginning to have a positive impact on reading across the curriculum.

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

For development:

US

- Ensure that all teachers are fully committed to the improvement of students' reading skills and that all reading initiatives are implemented consistently in all subjects

MOE

- Embed the recently-introduced reading strategies in all grades and, as a matter of urgency, improve the learning environment in the library.

UAE Social Studies

US

- The curriculum is well-planned to ensure continuity in students' knowledge and understanding of UAE social studies. The subject is taught through a variety of meaningful and relevant topics.
- Most students indicate they enjoy the subject. They find things out for themselves, collaborate and sometimes use technology to carry out research.
- Most students have a secure knowledge of the heritage of the nation's leaders and the geography of the UAE. Older students are aware of Sheikh Zayed's insight into the challenges young people face.
- Students make progress, and their learning accelerates when they carry out independent research. However, this type of in-depth study is not a common feature of lessons.

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

MOE

- Curricular adaptation through themes, such as topics on desert wildlife, promote cross-curricular links and encourage students to make connections between their learning and everyday life.
- Most students participate in learning activities willingly and work together in small groups. However, little use is made of digital technology to support learning.
- Students generally have a secure knowledge of the background of the UAE and know the major cities and countries in the Gulf. However, their knowledge of the wider region is less secure.
- Through discussion and debate, students show that they are making progress in their ability to evaluate different sources of evidence and to draw conclusions.

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

Innovation

US

- Students across the phases are not using technology sufficiently to develop their innovation skills. In most lessons, students are too dependent on their teachers.
- There are limited opportunities for students to develop a sense of social responsibility. Some clubs offer students opportunities to engage in projects of benefit to the community.
- In a few subjects, teachers are developing students' problem-solving and critical thinking skills. However, this is too variable to consistently develop students' skills of innovation.
- A variety of extra-curricular activities promote students' creative and problem-solving skills. For example, Grade 2 students built a working scale model roller-coaster.
- There is a developing understanding by leaders of the importance of innovation. Professional training is being provided for staff to stimulate their creativity.

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

MOE

- Most students make use of digital technology to carry out basic research and to assess their learning. Critical thinking and problem-solving rarely generate new ideas.
- Students demonstrate their understanding of social responsibility through solar energy projects to supply electricity to the school and through the planting of a soil-less hydroponic garden.
- The teaching of innovation skills is most successful in Cycle 3. Carefully-planned group activities maximize opportunities for students to think critically and work collaboratively to solve problems.
- Service projects are providing opportunities to develop students' creative thinking to generate ideas. However, there are insufficient extra-curricular activities to promote innovative thinking.
- There is a developing understanding by leaders of the importance of innovation. Professional training is being provided for staff to stimulate their creativity.

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

Main Inspection Report

1. Students' Achievement

Islamic Education

	US section				MOE section		
	KG	Elementary	Middle	High	Cycle 1	Cycle 2	Cycle 3
Attainment	Not applicable	Good ↑	Acceptable	Acceptable	Good ↑	Acceptable	Good
Progress	Not applicable	Good ↑	Acceptable	Acceptable	Good	Good	Good

US

- In lessons and in their recent work, the achievement of elementary school students is above that in the other phases. School assessments show inaccurately high attainment. Girls achieve better than boys in most grades. Students' knowledge of Seerah is weaker than their knowledge of the Holy Qur'an and Hadith.
- Students' understanding of Islamic values and manners is a strength across the school. Teachers strongly emphasize the relevance of these values to everyday life and extend them to students' own lives.
- Students' memorization and recitation skills of the Holy Qur'an have improved this year. The school has dedicated additional time and resources and organized several Holy Qur'an competitions. This has been particularly effective in the elementary school.

MOE

- In lessons and their recent work, students' attainment levels are above curriculum expectations. The school's assessments show higher attainment and progress. Attainment in Cycle 2 is less strong, although students in all phases make good progress. Girls' progress is generally better than that of boys.
- A particular strength is students' understanding of Islamic values. Many of these are strongly enhanced by teachers who emphasize both knowledge and the application of values and manners in students' own lives.
- Students' understanding and memorization of the Holy Qur'an and Hadith are enhanced by Holy Qur'an competitions. This is less developed in Cycle 2, because many students do not retain what they learn and so have little to draw in for evidence of Islamic values or rulings.

For development:

US

- Improve students' memorization and recitation skills in the middle and high schools by giving them more opportunities for practice.
- Develop students' ability to find evidence for what they learn in the Holy Qur'an, Hadith and Seerah.

MOE

- Ensure that all areas of learning in Islamic education, such as the Holy Qur'an, Hadith and Seerah, are closely linked to enhance students' understanding of Islamic key concepts, values and rulings.

Arabic as a First Language

	US section				MOE section		
	KG	Elementary	Middle	High	Cycle 1	Cycle 2	Cycle 3
Attainment	Not applicable	Acceptable	Acceptable	Good ↑	Acceptable	Acceptable	Good
Progress	Not applicable	Good	Good ↑	Good ↑	Good	Good ↑	Good

US

- Both high and lower elementary school students demonstrate stronger language skills than students in the other phases. Internal assessments and students' work in lessons show that girls' language skills are above those of boys, particularly in the middle school.
- Students in the high school are developing strong reading and writing skills. In lessons, they confidently read and reflect on a variety of texts. In the upper elementary and middle schools, independent and extended reading and speaking skills are underdeveloped.
- Curriculum modifications include the addition of a reading period and increased use of the school library. Individual reading targets are set, and students receive personalized feedback. The impact of these initiatives, particularly in the middle school, is beginning to show positive results.

MOE

- The attainment of the majority of students in Cycle 3 is above the expected level. This is evident in lessons, students' recent work and assessment results, and a result of more engaging teaching and learning approaches. Students' progress is good across the school.
- Most students are competent in speaking correct Arabic, using appropriate grammar and with few mistakes. Reading, listening and speaking skills are strongest across the phases. Writing skills are strongest in Cycle 3 because the topics are well-chosen and engaging.
- The introduction of aspects of UAE culture into lesson planning enables students to link their learning to everyday life. Students' reading of at least two books each term has improved their comprehension skills. In addition, a more student-centered approach to teaching is increasing students' engagement.

For development:

US

- Ensure that the development of reading is an integral part of lesson plans in the upper elementary and middle schools and make more use of the library and Arabic books.

MOE

- Improve students' speaking skills by providing them with regular opportunities to practice the language.
- Improve the quality of students' writing, particularly in Cycles 1 and 2.

Arabic as an Additional Language

	US section				MOE section		
	KG	Elementary	Middle	High	Cycle 1	Cycle 2	Cycle 3
Attainment	Not applicable	Good	Acceptable	Acceptable	Not applicable	Not applicable	Not applicable
Progress	Not applicable	Good	Acceptable	Acceptable ↓	Not applicable	Not applicable	Not applicable

US

- The development of students' language skills in the middle and high schools is inconsistent. Elementary school students demonstrate better progress in relation to their starting points. Work in lessons and school assessment results show that girls outperform boys in the middle school.
- Elementary school students show confidence in speaking and reading, particularly when the topics interest them. In the middle and high schools, students' speaking and reading with understanding develop slowly because the level of challenge is not high enough.
- The new Ministry of Education (MoE) curriculum standards have been adopted for non-Arab students. This approach is more effectively engaging students in relevant and real-life topics. The impact of this initiative has yet to be measured in the middle and high schools.

For development:

US

- Improve speaking and reading, and increase the level of challenge, particularly in the middle and high schools, by providing students with daily practice of these skills.

English

	US section				MOE section		
	KG	Elementary	Middle	High	Cycle 1	Cycle 2	Cycle 3
Attainment	Acceptable ↓	Weak ↓	Weak	Weak	Good ↑	Acceptable	Good
Progress	Acceptable ↓	Acceptable	Weak	Acceptable ↑	Good ↑	Acceptable	Good

US

- In the KG, children show the most developed language skills. In the other phases, the girls' attainment, although below age-related expectations, is better than that of the boys. Most students can read, understand and discuss texts, and identify common features. Their deeper comprehension skills are underdeveloped.
- Students are progressing in their learning, often from very low starting points, especially in the KG. The boys' vocabulary and fluency in reading is underdeveloped and is a barrier to their progress, particularly in the middle school.
- Students listen with growing understanding as they move through the school. Most students do not write with enough fluency or use correct spelling, grammar and punctuation. Older students, particularly the girls, can analyze, discuss and evaluate the stories they read, with increasing depth.

MOE

- Student outcomes are best among the Cycle 3 girls. Students in Cycle 1 are now making better than expected progress. The writing of most students in Cycles 1 and 3 is above that of those in Cycle 2.
- Students' oral skills are generally the strongest across all three phases. They understand complex instructions, and most can read aloud with proper intonation. Their reading skills vary between acceptable and good, but their writing skills are much more inconsistent.
- There are improvements in Cycle 1 students' language skills, especially their ability to understand texts and express their opinions. Students' confidence when speaking is improving because they now have more opportunities to debate issues of concern.

For development:

US

- Introduce a wider range of support strategies to enhance students' vocabulary, to more consistently correct their errors in writing and to share with them more specific advice on how they can improve.

MOE

- Provide more opportunities for students, particularly the boys, to read and write both inside and outside of their English lessons.

Mathematics

	US section				MOE section		
	KG	Elementary	Middle	High	Cycle 1	Cycle 2	Cycle 3
Attainment	Acceptable	Weak	Weak	Weak	Acceptable	Acceptable	Good
Progress	Acceptable ↓	Acceptable	Acceptable ↑	Acceptable	Acceptable	Acceptable	Good

US

- The scope of coverage in the KG is limited to numeracy. Students' progress in the other phases is inhibited by low expectations. The taught curriculum is below grade-level expectations, and external benchmark tests show a wide gap between students' performance and curriculum expectations.
- In a majority of lessons, tasks and activities are not modified to meet the learning needs of all students, including higher attainers. This is hindering students' rate of progress. The additional support provided by teachers and support staff is not always fully effective.
- Word problems are features in the most effective lessons in all phases. Students engage well with these tasks. Most can express their solutions and present information clearly and confidently. A few students in the elementary school are hesitant and lack confidence in explaining their learning.

MOE

- Students' achievement is better in Cycle 3 because they have well-developed skills of mathematical reasoning and investigation. They apply their previous learning in solving problems effectively. These skills help them make significant gains in knowledge and understanding.
- Internal test results in Cycles 2 and 3 are generally in line with the achievement levels evident in lessons and students' work. In Cycle 1, internal test results are higher than the levels evident in lessons.
- Students in Cycles 1 and 2 make the expected progress in their understanding of number, algebra and geometry. They do not have enough opportunities to interpret information, develop their mathematical reasoning or solve problems.

For development:

US

- Improve the alignment of the curriculum with the required standards and ensure that the work given to students in lessons is appropriately challenging.

MOE

- In Cycles 1 and 2, systematically plan opportunities for students to develop their skills in interpreting information, mathematical reasoning and problem-solving.

Science

	US section				MOE section		
	KG	Elementary	Middle	High	Cycle 1	Cycle 2	Cycle 3
Attainment	Acceptable	Weak	Weak	Weak	Acceptable	Acceptable	Good
Progress	Acceptable	Acceptable ↑	Acceptable ↑	Acceptable	Acceptable	Acceptable	Good

US

- In all phases, most students' scientific understanding is in line with curriculum expectations. Both external and internal assessment information shows weak attainment in all phases, except the KG. Students' overall progress has improved in the elementary and middle grades.
- Across all phases, students' practical skills and their use of scientific vocabulary are developing appropriately. Most students can relate what they are learning to real-life applications. However, they get only few opportunities to be innovative and creative.
- Improving the alignment of the curriculum with the Next Generation Science Standards is leading to improvements in planning to develop students' scientific skills. The development of critical thinking to support students' independent learning is variable across the school

MOE

- In Cycle 3, consistently good teaching and improved lesson planning, with clear learning objectives, provide appropriate challenge and stimulus for most students. This is contributing to improvements in their attainment and progress. Internal assessment scores are becoming more closely aligned to the results of external tests.
- Increased practical work is developing students' ability to make predictions, test outcomes, solve problems and draw relevant conclusions. Activities to promote practical skill development are less established in Cycle 1.
- The promotion of active learning has had a positive impact on students' attitudes and engagement in learning. However, teachers are not making full use of the available assessment information to plan lessons that meet the learning needs of all students.

For development:

US

- Increase opportunities for students to develop independent, investigative and critical thinking skills.

MOE

- Ensure that students in all cycles have more opportunities to develop and apply higher order reading, investigative and research skills.

Learning Skills

	US section				MOE section		
	KG	Elementary	Middle	High	Cycle 1	Cycle 2	Cycle 3
Learning skills	Good	Acceptable	Acceptable	Acceptable	Acceptable	Good ↑	Good

US

- Most students are motivated to learn but often lack confidence and are too reliant on their teachers, particularly in English, mathematics and science. This is restricting their ability to develop their critical thinking and problem-solving skills.
- Although children in the KG use learning technology confidently, this is an underdeveloped aspect of learning across the school. Students increasingly contribute thoughtful personal views, particularly in Islamic education and Arabic, but opportunities to extend their responses are not always taken.
- Students engage in meaningful discussions with each other and their teachers. Students' weak English language skills are often a barrier to their ability to extract and synthesize key information. Across the phases, students have insufficient opportunities to develop personal research and to be independent in their learning.

MOE

- Students generally enjoy and take responsibility for their learning, especially in Cycle 3. They usually know their strengths and weaknesses and how to take steps to improve. Students interact and collaborate well in a range of learning situations, especially in language lessons.
- Most students can communicate their learning orally and, to a lesser extent, in writing. They make clear connections between different subjects and can relate them to the wider world. Students can carry out research with their teachers' directions, and most older students can do so independently.
- Older students use learning technologies well to support and assess their learning. Their critical thinking and problem-solving skills are developing at different rates in the different subjects. Students' inquiry and critical thinking skills are best in language lessons, and these skills are underdeveloped in mathematics and science.

For development:

US

- Ensure that learning technology is used more consistently to develop students' independent research and inquiry skills and to enable them to lead their own learning.

MOE

- Increase opportunities for students to think critically, carry out investigations and ask questions, especially in Cycle 1 and in mathematics and science in all three cycles.

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

	US section				MOE section		
	KG	Elementary	Middle	High	Cycle 1	Cycle 2	Cycle 3
Personal development	Good	Good	Good	Good	Very good ↑	Good	Very good ↑

US

- Almost all students have positive attitudes and are happy to come to school. Most demonstrate strong self-reliance and increasing independence. This is less evident in the KG, where there are only few opportunities for children to collaborate and become independent.
- Most students are self-disciplined and respond very well to others. Many can resolve difficulties in mature ways. They enjoy positive relationships with staff and peers, including students of determination.
- Students are beginning to make better choices about their own physical and emotional health and safety. Older students initiate and participate in activities that promote safe and healthy lifestyles, such as the happiness and career days.

MOE

- Almost all students have positive and responsible attitudes towards others. Most are self-reliant, although less so in Cycle 2. They routinely respond to their teachers' requests. They are frequently self-disciplined and comply with the school's rules of behavior.
- Most students work together to resolve their differences. Bullying is very rare in this harmonious learning community. Students are sensitive to the needs of others and consistently help each other. Relationships amongst students and with adults are almost always respectful and considerate.
- Most students have a secure understanding of safe and healthy living and participate in activities that promote healthy lifestyles. Students' rates of attendance are very high. Although almost all are punctual at the start of lessons, not all are on time at the start of the day.

	US section				MOE section		
	KG	Elementary	Middle	High	Cycle 1	Cycle 2	Cycle 3
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Very good ↑	Very good	Good	Good	Very good

US

- In all phases, students demonstrate a strong appreciation of Islamic values and understand their relevance to life in UAE society. They are respectful of the different backgrounds of the population of Dubai and understand cultural diversity.
- A strength in the school is students' awareness of the heritage and culture of the UAE. Students are proud of the UAE and celebrate its achievements in many of the school activities, such as National Day, Martyr's Day and Flag Day.
- Students' awareness of world cultures has improved as a result of taking part in activities such as Model United Nations and Heritage Day. These activities allow students to explore different cultures. The impact of these activities is less evident in the lower phases.

MOE

- Most students across the school are strongly aware of the UAE heritage and culture. Most are able to give details of the country's history and tourist attractions. They can explain how the UAE leaders have transformed the country into one with a modern diverse economy.
- Students' awareness of Islamic values and their relevance to the UAE modern society is a strength in the school. This is strongly enhanced by Islamic education, where their understanding of these values is reinforced by the curriculum.
- Students proudly celebrate their own cultures, through a variety of school activities, and compare them to other cultures. However, students' understanding of world cultures is less evident in the lower phases.

	US section				MOE section		
	KG	Elementary	Middle	High	Cycle 1	Cycle 2	Cycle 3
Social responsibility and innovation skills	Good	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Good

US

- Most students make contributions to the school community through participation in events such as sports days, National Day and International Day. However, students have limited opportunities to volunteer in the local community.
- Students generally display a positive work ethic and enjoy working in small groups and on projects. Across all phases, they demonstrate a sense of pride in belonging to the school.
- Students show responsibility in caring for the school environment. They have an awareness of environmental issues and sustainability. Most can discuss local and global environmental challenges. However, few initiatives or projects are student-led.

MOE

- Students are aware of their responsibilities in the school community, especially the older ones. Their involvement as volunteers within the local community is beneficial but inconsistent. Most students show a positive work ethic.
- Older students occasionally show initiative and take independent actions to enrich life at the school. An example is organizing class jackets for Grade 11 and 12 students. Students have many creative ideas, and their engagement in student-led projects is increasing.
- Most students care for their school and take part in activities to improve the local environment. They participate in schemes that promote environmental sustainability, both locally and in the wider world, especially in Cycle 3.

For development:

US

- Improve students' awareness of international cultures by providing a wider range of cross-cultural activities.
- Improve students' entrepreneurial and innovation skills by providing opportunities for them to generate their own ideas and take responsibility for carrying them through to completion.

MOE

- Improve students' self-reliance in Cycle 2.
- Improve students' awareness of international cultures by providing a wider range of cross-cultural activities.
- Provide more opportunities for students in Cycles 1 and 2 to engage in projects that require socially responsible action.

3. Teaching and assessment

	US section				MOE section		
	KG	Elementary	Middle	High	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	Acceptable ↓	Acceptable	Acceptable ↑	Acceptable	Acceptable	Acceptable	Good

US

- Across all phases, teachers are developing a better understanding of how students learn. Their positive interactions with students create positive climates for learning. Teaching is particularly effective in Islamic education and in Arabic in the elementary school.
- Most teachers use questioning well to check student's knowledge and understanding. A few teachers use skilled questioning to challenge students' thinking and to promote debate. However, this is not a consistent feature of teaching and learning.
- A minority of lessons are overly teacher-led. In the most effective lessons, teaching promotes students' problem-solving and independent learning skills. However, this is not well-embedded across the school. Few teachers provide opportunities for students to be innovative.

MOE

- In all key subjects in Cycle 3, teachers successfully plan lessons to develop students' skills in critical thinking, debating and presenting reasoned opinions. This is effective in deepening students' knowledge and understanding and in raising their levels of attainment.
- Not all teachers are skilled at planning activities to meet the differing needs of learners. Some teachers plan work for different ability levels, but most do not personalize learning enough to enable all students to reach their potential.
- In Arabic and Islamic education, teachers skillfully develop students' language skills by promoting discussions on topics that are often related to their own lives. In other subjects, questioning is often used to test the recall of knowledge rather than to encourage deeper thinking.

	US section				MOE section		
	KG	Elementary	Middle	High	Cycle 1	Cycle 2	Cycle 3
Assessment	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable

US

- The school has improved its internal assessment processes. While these processes are more consistent, they are not fully embedded across the school to provide accurate information to evaluate students' progress against the curriculum standards.
- Assessment information enables students' academic outcomes to be compared with external national and international expectations. However, the information is not being used consistently by all teachers to guide teaching and raise attainment.
- Whilst the school has developed systems to collate assessment information, full use is not being made of this information to inform planning and curriculum modifications, to meet the learning needs of all groups of students.

MOE

- Assessment procedures, related to the collection and analysis of assessment information, have improved in quality and rigor. This information is starting to be used to inform curriculum reviews and teaching, and this has led to improved performance in some external tests, such as the IBT.
- The school is not yet making full use of the available CAT4 cognitive potential assessments to inform the planning and teaching of lessons so that the learning needs of all groups of students are met.
- Students value the feedback they receive from teachers. However, this is inconsistent, and students are not sufficiently aware of their learning targets and what they need to do in order to improve their work.

For development:

US

- Provide students with more opportunities for independent learning and an appropriate level of challenge and support in all lessons.
- Make full use of the internal and external assessment information to plan lessons that better meet the needs of all groups of students.

MOE

- Ensure that all teachers make full use of assessment information to plan work in lessons that meets the learning needs of all groups of students.
- Ensure that through the marking of students' work, teachers provide clear guidance on how the work can be improved and that students respond to the advice they are given.

4. Curriculum

	US section				MOE section		
	KG	Elementary	Middle	High	Cycle 1	Cycle 2	Cycle 3
Curriculum design and implementation	Acceptable	Acceptable	Weak	Weak	Good ↑	Acceptable	Good

US

- The curriculum is compliant with the practices and requirements of the MoE and the California Common Core Standards. In the high school, some courses and content are realigned to reduce gaps in students' knowledge and understanding. Some credit catch-up courses are provided.
- The scope and sequence of the curriculum are carefully planned to ensure continuity and progression, particularly in the KG and elementary school. Cross-curricular links and links to real-life enable students to draw connections and understand the world around them.
- A variety of activities, together with mandated and elective courses, provide opportunities to enhance students' knowledge and interests. The limited rigor and challenge, particularly in the middle and high schools, constrict students' progress. Critical thinking and innovation skills are underdeveloped features of the curriculum
- Moral education is taught in Arabic and in English as a stand-alone subject for one 45-minute period a week. Themes are also integrated into other subject areas.

MOE

- The curriculum meets the new MoE requirements. In Cycle 1, the curriculum provides opportunities for real life applications. Independent learning and critical thinking skills are inconsistent in Cycles 1 and 2 but are more developed in Cycle 3.
- The curriculum promotes continuity and progression. Planning to develop literacy and writing skills are more evident in Arabic and Islamic education lessons. The range of extra-curricular activities to meet students' interests and needs is increasing.
- Frequent curriculum reviews have strengthened links between subjects and improved the focus on reasoning and investigation skills. However, the impact of that in Cycle 2 is limited.
- Moral education is taught as a stand-alone subject once a week and as an integrated theme in other subjects.

	US section				MOE section		
	KG	Elementary	Middle	High	Cycle 1	Cycle 2	Cycle 3
Curriculum adaptation	Acceptable	Acceptable	Weak	Weak	Acceptable	Acceptable	Acceptable

US

- Teachers across the phases are beginning to adjust their lesson planning to meet the needs of all learners. An inconsistency of approach and a lack of appropriately differentiated targets, particularly in the middle and high schools, limit their success.
- Although the curriculum in the core subjects in the middle and high schools is modified to bridge learning gaps, it does not meet grade-level expectations. Curriculum enhancements and well-supported events, including National Day and Martyr's Day, foster students' understanding of the UAE culture and society.
- Links to everyday life and opportunities for problem-solving are not consistent features of the curriculum. The available extra-curricular activities and elective courses provide limited opportunities for students to explore a range of experiences and to develop their interests and skills.
- Arabic is taught for 45 minutes daily in the KG.

MOE

- Teachers modify the curriculum to meet the academic and personal needs of most students. However, the modifications are not sufficiently well planned to extend the more able students or to accelerate the progress of students of determination.
- The curriculum is functional and adapted to engage the majority of students. Opportunities for enterprise, innovation and creativity are inconsistent. A limited range of extra-curricular activities is available for students.
- There are relevant learning experiences to enable all students to develop knowledge and appreciation of the heritage of the UAE. Emirati culture is discussed using a range of artifacts and relevant displays to support learning.

For development:

US

- Ensure that the curriculum matches the grade level requirements of the California Common Core.

MOE

- Increase opportunities for the more able students to work at higher levels and for students of determination to make more rapid progress.

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

	US section				MOE section		
	KG	Elementary	Middle	High	Cycle 1	Cycle 2	Cycle 3
Health and safety, including arrangements for child protection / safeguarding	Very good ↑	Very good ↑	Very good ↑	Very good ↑	Very good ↑	Very good ↑	Very good ↑

US

- The school's policies and procedures for safeguarding students are comprehensive and effectively implemented. The well-planned arrangements for bus supervision include regularly updating parents if delays occur. Action is taken to protect students from all forms of abuse, including bullying and cyber-bullying, through regular training programs for all staff.
- The school environment is safe and clean. Buildings, facilities and equipment are very well-maintained. Through a well understood referral system, staff identify areas of concern, and prompt action is taken to repair any deficiencies.
- Students' medical records are diligently and securely maintained. Healthy diets are encouraged through the healthy eating options available in the canteen and during snack times in the KG. Health awareness and healthy living are promoted through the curriculum.

MOE

- The school has developed robust systems for safeguarding. Regular training on child protection ensures that all staff are fully aware of the procedures. Through assemblies and ICT lessons, students learn about internet safety and how to stay safe from cyber bullying.
- A very effective computerized system is used to record the regular checks of the premises. Any areas needing attention are swiftly addressed. Effective supervision arrangements ensure that students are closely monitored and kept safe on school transport.
- The medical staff, based in the well-equipped clinic, provide a good level of care for students' wellbeing. The canteen offers healthy options and the curriculum successfully promotes the adoption of healthy lifestyles.

	US section				MOE section		
	KG	Elementary	Middle	High	Cycle 1	Cycle 2	Cycle 3
Care and support	Acceptable ↓	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable

US/MOE

- Teacher-student relationships are positive and contribute to the school's very caring and inclusive climate. Attendance and punctuality are managed effectively through behavior management procedures that promote positive responses from students.
- Procedures for the identification of students of determination are only acceptable. The support and modification of work for these students are inconsistent. Targets for improvement are not sharp enough and are not always based on the students' key barriers to learning.
- The advice provided to students on their personal and academic development has improved. Students know who they can ask for support. Career guidance is improving, as are the procedures for identifying students with gifts and talents.

For development:

US/MOE

- Ensure that the key barriers to learning of students of determination are identified so that modifications and support can be focused on overcoming them.

Inclusion of students of determination

	US section	MOE section
Provision and outcomes for students of determination	Acceptable	Acceptable

US/MOE

- This inclusive school cares well for its students. The leadership team is firmly focused on developing provision but does not have the capacity to bring about improved progress for students of determination. The newly-appointed and knowledgeable inclusion governor is bringing expertise to the department.
- The identification procedures are insecure for most students of determination. The key barriers to learning are not always accurately identified, and this means that provision is not always tailored to specific needs. The individual education plans (IEPs) do not enable staff to accurately assess progress.
- Parents are very positive about the support their children receive and appreciate the school's regular contacts with them. A few would like more detail on their children's progress. Most parents are satisfied with the channels of communication with the school.
- Although modifications are made to the curriculum, they are not always accurate enough to meet the needs of individual students. They are not sharply directed at reducing the key barrier to learning for each student.
- The good levels of care ensure that students of determination make good progress in their personal and social development. However, their academic progress is slower because curriculum modifications and support are not tailored to the needs of individual students.

For development:

US/MOE

- Develop students' IEPs so that they focus primarily on the reduction of barriers to learning in order to enhance their academic progress.

6. Leadership and management

	US section	MOE section
The effectiveness of leadership	Acceptable	Acceptable

US/MOE

- The school has recently appointed a new executive principal who, with the other senior leaders, is starting to bring about positive change. The leadership and management of the MoE section of the school are stronger than those of the US section, where not all middle leaders have the expertise to make the changes needed to align the curriculum with the California Common Core Standards. Communication and relationships within the school community and the morale of staff are improving.

	US section	MOE section
School self-evaluation and improvement planning	Acceptable	Acceptable

US/MOE

- The school development plans are based on evidence collected on teaching and learning. These plans are focused on meeting the recommendations of the last inspection report as well as the National Agenda priorities. The plans lack a strategic vision to drive improvement and do not include measurable targets that address improved student outcomes.

	US section	MOE section
Parents and the community	Good	Good

US

- The school informs parents on a range of matters concerning their children. Effective communication ensures that parents are informed about their children's learning and development. Parents receive regular reports about their children's achievements, but these are basic and do not give enough information on their next steps in learning. Parents' views are considered when shaping the school improvement priorities. There is a significant involvement of parents in the local community but less so in the wider community.

MOE

- Parents are satisfied with the school's procedures for involving them in certain decision making. They have contributed to several recent changes, such as having more Holy Qur'an recitation opportunities and introducing student ID cards. They are satisfied with the ways the school communicates with them. They have suggested to have more awareness sessions about the National Agenda, a comprehensive parents' handbook and more detailed reports that include students' personal development and next steps in learning.

	US section	MOE section
Governance	Acceptable	Acceptable

US/MOE

- The board has recently appointed a new executive principal with whom they are working closely to bring about improvement, especially in the US section of the school. The composition of the board has also been strengthened, through the appointment of new members such as an experienced inclusion governor. They are now more informed about the school's performance and the areas that require additional support. They ensure that the school is compliant with MoE requirements.

	US section	MOE section
Management, staffing, facilities and resources	Good ↑	Good ↑

US

- The school is managed effectively on a day-to-day basis. Professional training is supporting newly-introduced programs of study. While staffing is sufficient, not all teachers are suitably qualified. Educational resources have increased through the addition of new science laboratories and robotics rooms. Teachers are making more effective use of the school library through timetabled activities.

MOE

- The school is well-organized and effectively managed. There are enough staff who are suitably deployed. Teachers receive frequent professional training on new initiatives and skill development. A lift enables students with limited mobility to access all areas. Specialist facilities support students' achievement. However, some classrooms are cramped and constrain active learning. The library is not sufficiently resourced to provide a welcoming environment in which students' love of reading is developed and nurtured.

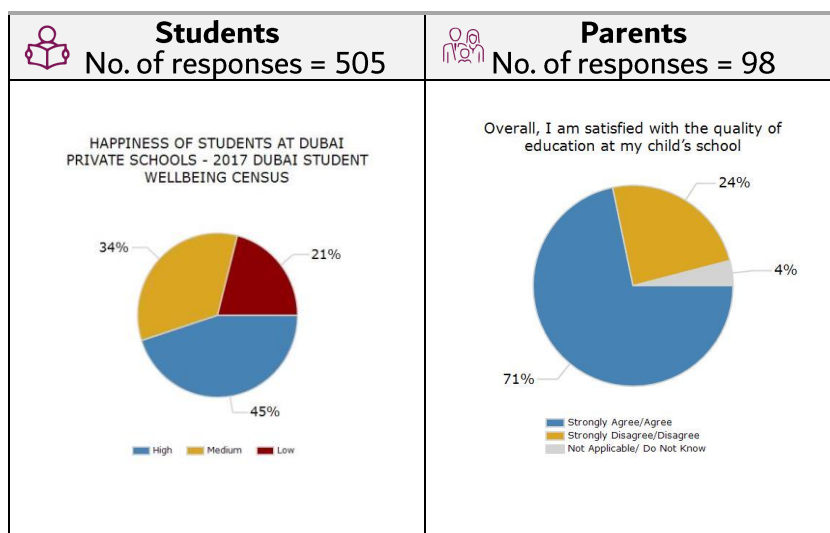
For development:

US/MOE

- Develop a comprehensive strategic vision for the school as one institution, but with two different curricula.
- Ensure that all action plans have measurable targets that focus on students' attainment and progress and contain clearly-identified responsibilities.

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	US/MOE The students who responded were almost equally boys and girls, and 70% were Emirati. This reflects the demographics of the school. Students feel safe and happy at school. They perceive that they are engaged with their work and are performing well at school. Their perception of bullying shows a picture that is slightly worse than that perceived by similar students in other schools. The reported time spent watching television or playing computer games is significantly higher than that in other schools in Dubai. The inspection team's findings in general support students' views.
 Parents	US/MOE The responses and comments from parents are mainly positive although not overly so. Eighty percent of those who replied indicate that they are rarely involved in school activities. Parents are predominantly satisfied with the education that the school provides, but a significant proportion state that they are dissatisfied. Almost all perceive that their children work hard in doing school work. The inspection team's findings in general support parents' views.

What happens next?

The school has been asked to prepare and submit an action plan to DSIB within two months of receiving the inspection report. This should address:

- recommendations from DSIB
- areas identified by the school as requiring improvement
- other external reports or sources of information that comment on the work of the school
- priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

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