

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

GOOD

دبي
المعرفة Knowledge

INSPECTION REPORT

2017-2018

Dubai
National School
(Branch)

Celebrating
10 years of
inspections

DUBAI NATIONAL SCHOOL (BRANCH)

AMERICAN CURRICULUM

Contents

School information.....	3
The DSIB inspection process	4
Summary of inspection findings 2017-2018.....	5
National Priorities	9
Main inspection report	13
1. Students' achievements	13
2. Students' personal and social development, and their innovation skills.....	17
3. Teaching and assessment	18
4. Curriculum	19
5. The protection, care, guidance and support of students.....	20
Inclusion of students with SEND (Students of determination).....	22
6. Leadership and management	23
The views of parents, teachers and senior students.....	24

School information

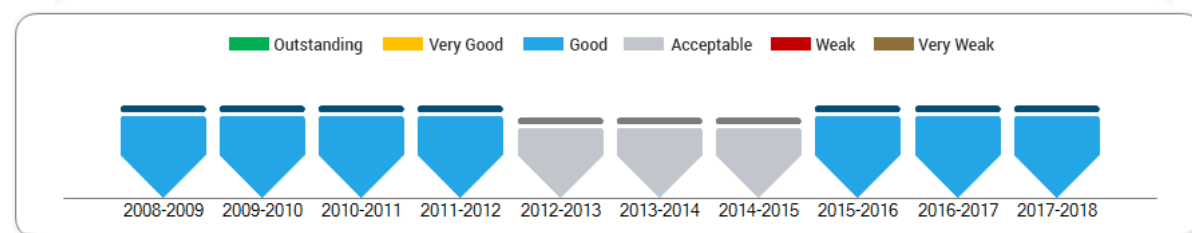
General information	
Location	Al Twar
Type of school	Private
Opening year of school	2006
Website	www.dns.sch.ae
Telephone	00971-4-2988555
Address	P.O.BOX: 20057
Principal	Malek Daradkeh
Principal - Date appointed	9/1/2014
Language of instruction	English
Inspection dates	20 to 23 November 2017

Teachers / Support staff	
Number of teachers	203
Largest nationality group of teachers	Jordan
Number of teaching assistants	30
Teacher-student ratio	1: 9
Number of guidance counsellors	5
Teacher turnover	20%

Students	
Gender of students	Boys and girls
Age range	4-18
Grades or year groups	KG 1-Grade 12
Number of students on roll	1737
Number of children in pre-kindergarten	13
Number of Emirati students	1186
Number of students with SEND	116
Largest nationality group of students	Emirati

Curriculum	
Educational permit / Licence	US
Main curriculum	US / MOE
External tests and examinations	TIMSS, PISA, MAP, CAT 4, SAT 1
Accreditation	NEASC
National Agenda benchmark tests	IBT, MAP

School Journey for Dubai National School (Branch)



The DSIB inspection process

In order to judge the overall quality of education provided by schools, inspectors consider the six standards of performance that form the basis of the UAE School Inspection Framework (the framework). They look at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judge how effective teaching and the assessment of learning are across the school. Inspectors consider how well the school's curriculum, including activities inside and outside classrooms, meet the educational needs of all students. They judge how well schools protect and support children. In addition, inspectors judge the effectiveness of leadership, which incorporates governance, management, staffing and facilities.

Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

Judgements are made on a six-point scale

DSIB inspection teams make judgements about different aspects, phases and subjects that form the work of the school, using the scale below, which is consistent with the framework.

Outstanding	Quality of performance substantially exceeds the expectation of the UAE
Very good	Quality of performance exceeds the expectation of the UAE
Good	Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)
Acceptable	Quality of performance meets the minimum level of quality required in the UAE (This is the minimum level for every school in the UAE)
Weak	Quality of performance is below the expectation of the UAE
Very weak	Quality of performance is significantly below the expectation of the UAE

Summary of inspection findings 2017-2018

Dubai National School (Branch) was inspected by DSIB from 20 to 23 November 2017. The overall quality of education provided by the school is **good**. The section below summarizes the inspection findings for each of the six performance indicators described in the framework.

Leadership and management

The school leaders have a clear vision and this is shared by students, parents, and teachers. Their school improvement efforts have resulted in only moderate success, primarily due to inaccurate self-evaluation. The school's relationship with the parent body remains a strength as is the diversity of stakeholders on the governing board. Investment by the governors has resulted in improved safeguarding, care, and support for students.

Students' achievement

Achievement in most subjects and across all phases of the school remains good. Improvement in the achievements of students in the middle phase is noted in English and science. Attainment is not strong in Arabic as a first language in middle and high school phases, nor is progress in the middle phase. Achievement in high school science is very good.

Students' personal and social development, and their innovation skills

The positive attitudes and behaviors of the students contribute to a very respectful and tolerant school climate. Incidents of bullying are extremely rare. Students' skills of innovation are developing, but insufficient exposure to instructional technology is restricting this development. Students' understanding of Islamic values and awareness of Emirati and world cultures is outstanding.

Teaching and assessment

While teaching remains good across all phases of the school, assessment processes are only acceptable in the elementary and middle school phases. Teachers do not use assessment data effectively to improve the standards of teaching.

Curriculum

The Massachusetts common core state standards have been adopted and are well-embedded as the schools' instructional base. The MoE curriculum supports appropriate Arabic language courses. The high school curriculum includes 24 elective courses to provide all students with sufficient opportunities to pursue their own interests. Cross-curricular and community outreach further extend opportunities for students.

The protection, care, guidance and support of students

The provision for health and safety of students has been strengthened since the previous inspection. More secure entry procedures and additional investment in building infrastructure have significantly improved processes for the safeguarding of children. The care and support of students remain very good.

What the school does best

- Students' strong personal development; their shared values, cultural pride and service to others.
- Students' deep understanding and appreciation of Emirati and world cultures.
- The school's strong relationships with parents and the wider community.
- Very good care and support for students, which includes excellent academic and career counseling, a medical clinic, and highly effective support for students with special educational needs and disabilities.

Key recommendations

- Strengthen self-evaluation and school improvement planning by:
 - improving the accuracy of analysis of students' achievements using all available assessment information to determine, more reliably, the priorities for school improvement
 - setting improvement goals for teachers and students that are attainable and measurable
 - rigorously monitoring improvement strategies to retain focus upon these improvement goals
 - holding all staff members to account for their performance towards reaching these improvement goals.
- Improve teaching and learning by:
 - ensuring that all teachers are adequately qualified to discharge their roles.
 - providing personalized professional development to help teachers analyze data well and develop effective differentiation strategies for students
 - implementing proven strategies to close the performance gap between male and female students
- Improve assessment across all areas of the school by:
 - developing a comprehensive school policy on assessment, which is disseminated and monitored effectively by senior leaders
 - using accurate assessments to effectively differentiate teaching and learning from the KG to Grade 12
 - linking internal assessments more closely to external, international benchmark assessments
 - continuing to develop effective self- and peer-assessments using reliable rubrics
 - strengthening teachers' marking and formative feedback.

Overall School Performance

Good

1. Students' Achievement

		KG	Elementary	Middle	High
Islamic education 	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Good	Good	Good
Arabic as a first language 	Attainment	Not applicable	Good	Acceptable	Acceptable
	Progress	Not applicable	Good	Acceptable	Good ↑
Arabic as an additional language 	Attainment	Not applicable	Good	Good	Not applicable
	Progress	Not applicable	Good	Good	Not applicable
English 	Attainment	Good	Acceptable	Good ↑	Good
	Progress	Good	Good	Good	Good
Mathematics 	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Science 	Attainment	Good ↓	Good	Good ↑	Very good
	Progress	Good ↓	Good	Good ↑	Very good

	KG	Elementary	Middle	High
Learning skills	Good	Good	Good	Good

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

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

3. Teaching and assessment

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

4. Curriculum

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

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

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

6. Leadership and management

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

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, with education being a prime focus. The National Agenda includes two major objectives developed with the intention 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. In 2015, KHDA launched 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.

The following section focuses on the impact of the National Agenda Parameter in meeting the school's targets:

- The school meets the registration requirements for the National Agenda Parameter
- The attainment of mathematics, English, Arabic and science in the benchmark tests is below expectations.
- The school's National Agenda Action Plan includes strategies to help the school to meet N.A. targets. School leaders are supportive of the National Agenda and understand that the effective use of the data should underpin school improvement. The school trains staff in data analysis and use.
- CAT4 data are analyzed to identify achievement gaps for the students tested. Triangulation between CAT4, internal assessment data and benchmark test outcomes identify strengths and weaknesses across the student population. Teachers' understanding of the effective use of data needs improvement.
- The curriculum is aligned to the new PISA and TIMSS requirements for all grades. Continuity and progression are well-planned.
- Teaching strategies are more varied, following the analyses of N.A.P. and CAT4 testing. Students enjoy opportunities to develop their skills in problem solving, critical thinking and inquiry when the lesson activity is related to relevant real-life contexts.
- Although a majority of students are familiar with their N.A.P. reports, too many indicated that the results had no impact upon their learning. Use of ICT in school is very limited, so most research project work carried out by students, takes place out of school.

Overall, the school's provision for achieving National Agenda targets meets expectations

Emirati Students

As part of the UAE National Agenda, the DSIB continues to focus on the achievement of Emirati students. The Emirati Students Achievement project was launched in September 2017, to prioritise provision for Emirati students across Dubai.



The focus of the inspection is to evidence how effective schools are in raising the achievement of Emirati students. Schools are asked to prioritise the data-informed adaptations to the curriculum and to teaching and learning, as required, to raise the aspirations of students, expectations of staff and subsequent achievements of students.

The following section focuses on the quality of the school's activity in working towards raising the achievement of Emirati students.

Three strands are reported on (each with three elements):

- i) Governance and Leadership.
- ii) Learning and Intervention.
- iii) Personalisation

- All leaders and teachers are aware of their responsibilities regarding the achievement of Emirati students. Governors and senior staff ensure that challenging targets are set and Emirati students' performance is monitored regularly. Teachers are aware of the individual needs of Emirati students' and some necessary modifications to provision are applied. Guidance and support for parents of Emirati students is increasingly effective.
- Emirati students are, in general, positive about the school and the majority, particularly girls, take responsibility for their own learning. The school has started to analyze students' potential and achievement data. Tracking documents have been set up to monitor progress. Although not yet fully implemented, an action plan for interventions has recently been developed which clearly identifies strategies for improvement in provision and outcomes.
- The school implements some appropriate curricular adaptation, alongside extra-curricular provision for their Emirati students. Whilst there are some whole school, cohort and individual targets, they are not consistently linked to narrowing the gaps in attainment and progress for Emirati students. Levelled reading books for students provide support and challenge for students of differing abilities, including Emirati students.

The school's provision for raising the achievement of Emirati students' meets expectations.

Moral Education

- The Moral education program is systematically integrated into the school's curriculum. It meets the mandated requirements, through a stand-alone weekly lesson and focused assemblies.
- Lessons are taught in English and follow the scope and sequence of units. Teachers are beginning to personalize and differentiate the activities to engage and challenge all students.
- Students eagerly share their experiences and thoughts about many topics within moral education. They explore the concepts in ways that lead to growth in thinking and behaviors.
- Progress is regularly assessed, through largely knowledge-based unit tests. Consideration of how students feel, think and act is sometimes evaluated through discussions and projects.

The school's implementation of the UAE moral education program is developing

Social Studies

- The school provides UAE social studies as a discrete subject. The lessons are taught in Arabic with planned links to other subjects.
- Teachers use effective strategies and resources to provide appropriate levels of challenge and support. They plan lessons that are connected to students' personal experiences.
- Students share their learning and understanding with each other and work collaboratively to build on their prior knowledge of the UAE. Their skills in critical thinking are developing.
- Social studies is assessed regularly and these assessments inform teaching and curriculum review. Tests and projects provide clear measures of student progress.

The school's implementation of the UAE social studies program is well developed.

Innovation in Education

- Students take significant ownership of their learning when given the opportunity. However, most lessons remain teacher-led, with prescribed activities which sometimes limit independence.
- In phases 1 and 2, cooperative learning and project-oriented tasks are commonplace. In phases 3 and 4, a students' council allows students to take a part in organizing activities and planning for social events.
- Lesson plans include a section for innovation development. However, only a few lesson plans contain modifications significant enough to nurture skills in learning innovation.
- There are two innovation centers where students and teachers can brainstorm ideas. With the assistance of subject leaders and outside companies, they build these ideas into the curriculum.

Governors and the senior leaders are committed to innovative practice. An innovation coordinator has been identified and a dedicated space in the building has been provided. Middle level leaders plan opportunities for teachers to develop new ideas and to help students discover different ways of doing things.

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

Main inspection report

1. Students' achievements

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

- The majority of the students are achieving above the expected levels. Upper primary students have better achievement than the younger elementary students. Most girls understand and appreciate Islamic values more strongly than boys. Students are committed to Dhuhur prayers in all sections. They show good understanding of recitation rules and have memorized the prescribed portions of the holy Qur'an.
- Students in higher grades, can confidently present their views related to many topics related to Islamic education. In the primary phase, they have secure knowledge and understanding of Islamic principles and seerah.
- Teachers use mostly knowledge-based questioning and therefore do not adequately develop the students' critical thinking skills.

For development

- Improve the quality of group work by defining roles, encouraging students to share their results, and by requiring teachers to provide high quality feedback for all.

		KG	Elementary	Middle	High
Arabic as a first language 	Attainment	Not applicable	Good	Acceptable	Acceptable
	Progress	Not applicable	Good	Acceptable	Good ↑

- In the elementary phase, students' attainment and progress are good, where listening is particularly strong. In the middle and high school phases, there are inconsistencies in achievement, for example between boys and girls.
- Particularly in the middle school, students struggle to engage in meaningful or lengthy conversations until the end of the phase, where their confidence grows stronger.
- Students across all phases can write sentences and short articles with accuracy. Most of the time, with guidance, students successfully edit and redraft their work.

For development

- Provide more opportunities for boys to improve speaking and writing skills in middle school. Focus on writing for a variety of purposes, as per MoE guidelines, and provide detailed and useful feedback to students.

		KG	Elementary	Middle	High
Arabic as an additional language 	Attainment	Not applicable	Good	Good	Not applicable
	Progress	Not applicable	Good	Good	Not applicable

- A broader range of written assignments has led to some improvement in students' writing. Students in upper grades can decipher the meaning of a new word, based upon its context in the sentence.
- Students' overall language skills remain good, as in the previous inspection. There is a slight improvement in students' speaking skills in the elementary phase. They are able to respond appropriately to familiar questions.
- Students are gaining confidence in their understanding of classical Arabic language. Their listening skills, when text is read to them, are improving. Students in the elementary phase can take part in simple conversations, when supported by visuals and other teaching resources.

For development

- Provide more opportunities for students to practice speaking and writing skills in meaningful contexts, particularly in the middle school phase.

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

- Most students begin school as English as a second language learners and make commendable gains in attainment and progress against curriculum standards. Students' reading, writing and speaking skills are directly related to the depth of their immersion into their new language.
- Most students, at all levels, are eager participants in their learning and enjoy sharing their understanding of topics being discussed. In more effective lessons student participation is key and their contributions to class discussions enrich their learning.
- The most successful lessons are those that explore interesting topics and promote critical thinking, and contain sufficient rigor to challenge even the most able learners.

For development

- Accurate assessment of students' work should directly address the standards being taught and the lesson's objectives. Students' progress in lessons should be analyzed to determine the next steps in learning.

		KG	Elementary	Middle	High
Mathematics 	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good

- Achievement across all phases is strong in mathematics. The development of skills in critical thinking is less consistent as these are not promoted effectively across all phases.
- Students' calculation skills are better than their reasoning skills. Key mathematical topics including mental math, data handling, algebraic functions and geometry are covered across all phases. Teacher-centered lessons restrict students from improving skills in independent thinking and limit students' progress.
- In math lessons, most students are active learners but lesson planning does not always provide enough challenge for all groups of students. In better lessons, although progress is faster, the lack of effectively differentiated targets limits individual students' achievements.

For development

- Starting in classrooms, create a technology rich environment throughout the school, to develop skills in research and enquiry, and to enable all students to become more independent learners.

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

- Achievement is at least good across all key subjects and phases. In the high school phase, a large majority of students achieve above relevant curriculum standards. Girls achieve more strongly than boys, at all levels. Science, in KG is rarely taught and this hinders the effective development of scientific understanding and method.
- In lessons, progress is hindered by the lack of available technology to support research and independent learning linked to the key curriculum skills. However, a regular use of real-life contexts makes science more interesting and relevant, thus enhancing progress.
- An emphasis on the development of scientific vocabulary and the application of scientific method to support enquiry based practical work, supports rapid skills development and good progress.

For development

- Promote greater consistency across the phases in the application of the scientific method to underpin all science practical work.

	KG	Elementary	Middle	High
Learning Skills	Good	Good	Good	Good

- A majority of students are active and highly enthusiastic learners. Generally, girls are more mature and focused learners than are boys. Building upon skills developed in K-8, the rigor and challenge of courses in the high school phase improves further students' abilities to collaborate, communicate and think critically.
- Problem solving is integral to mathematics lessons. Scientific inquiry encourages the development of evaluative and investigative skills. In English classes, literature analysis enables students to synthesize information and draw conclusions.
- Through the development of their learning skills, students with SEND are successfully integrated into classes. Students are effective communicators and show respect for the views and ideas of others. Inquiry and research skills are underdeveloped due to the limited access to technology during lessons.

For development

- Ensure that all students have access to technology that enables them to strengthen their skills of inquiry.

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

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

- Students' personal development is very strong across all phases. Attitudes are positive, and relationships among students and staff are consistently respectful. Students at all levels typically make wise choices regarding their own health and safety. Student punctuality is good across all phases of the school.
- Students' good and courteous behavior contributes to a harmonious community. Bullying is rare. Students are sensitive to the needs of others.
- Programs to increase students' awareness of healthy lifestyles have led to students making wiser choices regarding diet and exercise. Punctuality has improved because of a concerted effort by the school to monitor this and, subsequently, to implement effective procedures to reduce tardiness.

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

- Across the school, students show impressive understanding and appreciation of Islamic values. In high school, students have quite well-developed knowledge and appreciation of UAE culture and heritage. In the KG, children, with their parents, explore their countries of origin and cultural heritages.
- The large majority of students are Emirati. They are proud of the UAE culture; its heritage and traditions. They show their appreciation of other cultures at all times, including many celebrations of multi-cultural events.
- Through many extra-curricular activities and competitions, students' learning is enriched. The newly developed moral education lessons and the embedded UAE social studies components both enrich the schools' well-aligned CCSS curriculum.

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

- The Student Council makes significant contributions to the school. Students get involved in their local and neighboring communities. They participate in many projects such as: the Injaz program, collecting donations to send to Labor for Omra, and the Elderly Caring program.
- Most students have a good work ethic. They initiate and participate in a range of innovative projects that enable them to demonstrate their social responsibilities and entrepreneurship. The school provides students with the resources they need such as the new innovation center.
- Students across the school demonstrate a good understanding of environmental sustainability and involve themselves in many related projects. For example, in KG, children participate in the Clean Creatures Event.

For development

- Provide more opportunities for students to assume leadership in projects related to environmental sustainability.

3. Teaching and assessment

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

- Whilst there are inconsistencies between classes, overall, the standard of teaching across the school is good.
- Strengths in teaching include lesson plans, effectively linked to appropriate lesson objectives, and many activities that support the development of students' skills in critical thinking and problem solving. However, some activities are not always effective, due to differences in teachers' proficiency in teaching these skills.
- Although the school has conducted professional development programs to improve teaching, the overall quality of teaching remains broadly good. It is not better because new teachers lack models of best practices. Their teaching does not reflect the impact of professional development upon the development of specific and effective teaching strategies.

	KG	Elementary	Middle	High
Assessment	Good	Acceptable ↓	Acceptable ↓	Good

- Assessment is more reliable and valid in the Kindergarten and high school. Validity of data relies on all internal assessments being well-linked to the school's curriculum standards. This alignment is poor across all subjects in the elementary and middle phases, although it appears stronger in Arabic as a first language.
- Data are well analyzed. The subsequent use of available data by class teachers, including CAT4 and MAP, to support effective differentiation, improved teaching, learning, and curriculum modification is not supported by a unified whole school approach.
- Teachers' use of data to underpin student improvement is developing but more relevant and focused training is required. Written feedback, self and peer assessments are not consistently effective.

For development

- Develop a comprehensive whole school assessment policy to include differentiation, peer and self-assessment, marking and student feedback to ensure consistency and effectiveness of processes across the school.

4. Curriculum

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

- The common core curriculum is embedded across all levels of the school. The curriculum complies with Ministry of Education, KHDA and Federal mandates. The new moral education program is in place and is an effective part of the curriculum.
- The curriculum is implemented with greatest success in the Kindergarten and in the high school. In the high school, twenty-four elective courses including forensic and environmental sciences offer students the opportunity to pursue their interests.
- Cross-curricular links within the school, and with the community at large, enrich the curriculum and provide first-hand access to real life situations. Project-based learning, provides innovative learning opportunities with real-life applications.

	KG	Elementary	Middle	High
Curriculum adaptation	Good	Good	Good	Good

- There are many effective examples of curriculum adaptation. For example, Arabic as an additional language is adapted to meet the learning needs of all students from Grade 2 to Grade 8.
- Enhancements, enterprise and innovation make the curriculum interesting and more challenging, with relevant links to real world application. Students' involvement in local and national competitions provides opportunities for students to research, prepare and present their projects alongside students from across Dubai and the UAE.
- Students across Grades 3 to 5 participate in a virtual classroom with a school in Sharjah and also in countries as far as India, addressing issues and concerns of mutual interest to students in a variety of cultures.

For development

- Ensure that all students, regardless of their ability level, have access to a regularly reviewed, high-quality curriculum.

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

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

- The provision for health and safety is very good in all phases. Safeguarding procedures are rigorous across the school. Supervision is consistently highly effective.
- Strengths in the arrangements for health and safety include: a strong child protection policy and procedures, a secure physical environment, and effective promotion of safe and healthy living. Less well-developed are the systems for comprehensive record keeping and thorough safety checks. Improvements in the information provided to students regarding child protection have resulted in high levels of awareness by students about how they can report an abusive situation.
- Enhancements in traffic control supervision have led to improved levels of safety for students arriving to school.

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

- Care and support for students across all phases of the school are very strong. Systems to support the emotional, physical and academic wellbeing of students are well-established and effective. Careers counseling and support for university applications continue to strengthen.
- The school is highly successful in promoting attendance and punctuality by rigorously tracking attendance and persistently following up absences. The school is inclusive in welcoming students with SEND. Procedures for identifying students' needs, including those who are gifted and/or talented, continue to improve.
- Support for students is generally effective. However, there remains inconsistency in how well lessons are differentiated for students and in the quality of support they receive. Consequently, progress for a small number of students with SEND and those who have gifts and/or talents is insufficient.

For development

- Further improve the differentiation of lessons to meet individual needs and ensure there is sufficient challenge for all students, including those identified with SEND, gifts and/or talents.

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND

Good

- The SEND team consists of a group of professionals under the supervision of the vice-principal who is also the inclusion champion. The school is inclusive, providing good quality provision for students with diverse educational needs. The governors and senior managers provide capable leadership and adequate funding. There is currently no governor for inclusive education. The provision is organized and led by a competent SENCO.
- The SEND department works with parents and external professionals to identify students with special educational needs. Students are assessed at the point of admission to establish baseline information. This is used to inform the provision of personalized learning programs. The school does not assess students' English language ability in the identification process.
- Parents of children with SEND are very supportive of the school and are appreciative of the provision that their children receive. Communication systems are very open and the staff is approachable. Parents receive regular reports on their children's academic progress and personal development.
- The adjustment of the curriculum and learning in lessons to meet students' needs is variable and not consistently effective. As a result, some students are not sufficiently engaged or challenged and this affects their progress. Teachers' lesson plans sometimes include strategies to adjust learning but these are not always well implemented in the lessons. Students enrolled in special education classes study a modified curriculum to suit their learning needs and this effectively supports their progress.
- Overall academic progress is good. All students with SEND have an individual education plan (IEP) that guides this progress in the classroom. However, IEPs often lack measurable targets and do not sufficiently address non-academic behaviors that are barriers to learning. This limits their use for tracking progress. Not all students with SEND take the MAP and CAT4 tests and therefore complete information to inform teaching is lacking.

For development

- Improve the quality of targets in students' individual education plans. Ensure that they address non-academic behaviors that are barriers to learning and include high quality measurable targets to support academic progress.
- Appoint a governor for inclusive education.

6. Leadership and management

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

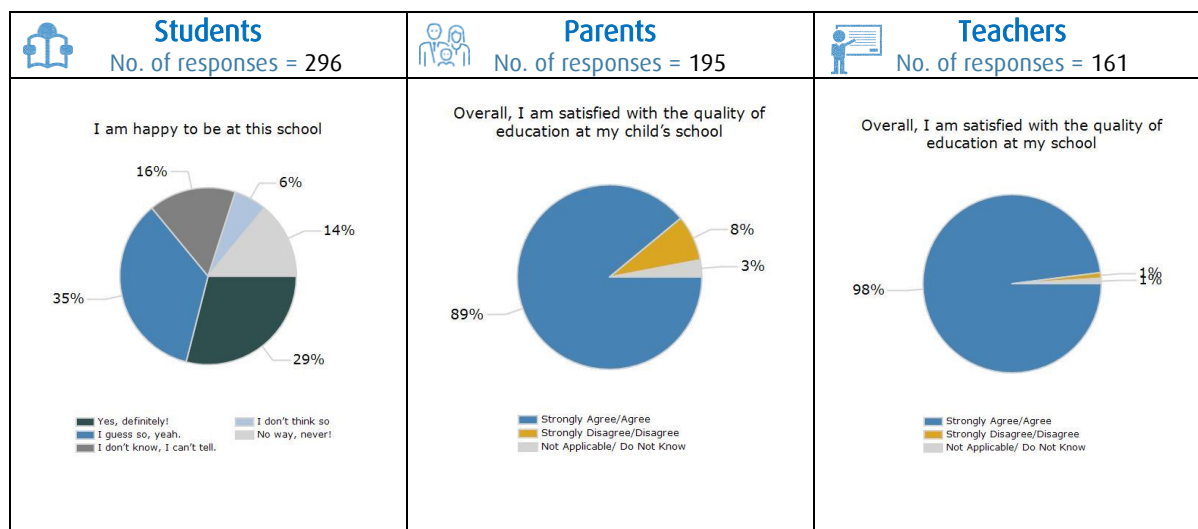
- The senior leadership team, led by the principal, shares a vision for the school and conveys that vision clearly to teachers, students and parents. Leaders demonstrate a commitment to the success of all national goals and projects. They have a secure knowledge of the US curriculum and support middle leaders in their efforts to improve students' outcomes.
- School improvement plans are based upon simple self-evaluation. Because of this, there are no consistently accurate starting points to help determine where school improvement projects are to begin and how to measure improvement. The improvement plans resulting from this have some limited positive impact upon students' outcomes.
- Parents are treated as a critical element of the school community. Their input is valued and contributes to the development of school priorities. Effective communication provides families with a comprehensive understanding of their children's progress and next steps for learning. Community involvement is strong, especially for the older students, both locally and nationally. However, global partnerships are limited and still developing.
- The make-up of the governing board has been modified to include a greater number of stakeholders including a parent and an alumnus of the school. The school principal is no longer a member of the governing board. Governors are integral in the security improvements that has resulted in a safer and more secure campus. Governors are not adequately holding school leaders to account for the improved performance of the school.
- The school operates smoothly on a day-to-day basis. A small number of the staff have teaching credentials and only a small minority of teachers has met the required English language proficiency requirements. The school is not adequately resourced There are few opportunities for students to research or engage in practical work across all grades.

For development

- Conduct a new self-evaluation using all available assessment tools in order to identify critical starting points for school improvement.
- Provide improved access to instructional technology for all students.

The views of parents, teachers and senior 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.



 Students	Students report that they read English better than they read Arabic. They are confident learners and believe they can take on difficult academic tasks if they set their minds to it. They believe that there is a teacher at school who always wants them to do their best; views with which the inspection team agree.
 Parents	A large majority of parents reports satisfaction with the quality of education offered at the school. Parents believe that their children learn well mostly because of good teaching. Parents report that their children are beginning to learn independently with the help of teachers. Inspectors found that independent learning was restricted because of limited access to instructional technology.
 Teachers	Teachers believe that in general, students are well-behaved and are respectful to teachers. They agree that students get along well together and that incidents on bullying are rare. They report and inspectors agree, that students are supported well in school and as a result make good progress.

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