

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

Inspection Report 2018-2019

International School of Arts & Sciences

11 YEARS OF INSPECTIONS

Good

Curriculum
US



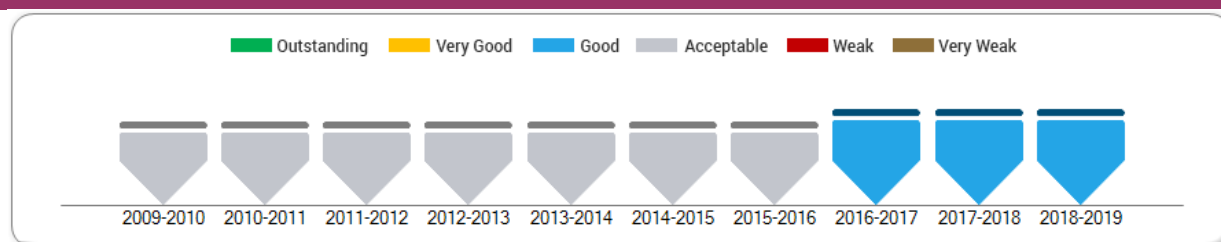
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School Information

General Information	Location	Al Warqaa
	Opening year of School	2007
	Website	http://www.isas.sch.ae
	Telephone	00971-4-2800459
	Principal	Muhieddine Soubra, محي الدين سوبره
	Principal - Date appointed	9/1/2007
	Language of Instruction	English
	Inspection Dates:	28 to 31 January 2019
Students	Gender of students	Boys and girls
	Age range	4-17
	Grades or year groups	KG 1-Grade 12
	Number of students on roll	605
	Number of Emirati students	191
	Number of students of determination	43
	Largest nationality group of students	Arab
Teachers	Number of teachers	80
	Largest nationality group of teachers	Lebanese
	Number of teaching assistants	1
	Teacher-student ratio	1:8
	Number of guidance counsellors	1
	Teacher turnover	30
Curriculum	Educational Permit/ License	US
	Main Curriculum	US
	External Tests and Examinations	MAP, AP, SAT, PSAT
	Accreditation	NEASC
	National Agenda Benchmark Tests	MAP

School Journey for International School of Arts & Sciences



Summary of Inspection Findings 2018-2019

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

Students' Outcomes

- Students' progress is good in every subject and in each phase of the school. Attainment is also good across subjects, with the exception of Islamic education and Arabic for older students. The learning skills of students in each phase are notably stronger than last year, as they increasingly work independently or collaboratively, applying their learning, showing initiative and using a range of skills.
- Students demonstrate outstanding personal and social skills. The kindness, empathy and acceptance of others, which is shown by students across the school, speaks very highly of how well Islamic values are inculcated. Students have improved their understanding of environmental awareness, and younger students are motivated to act. There are some examples of innovative thinking, and an improving awareness of world cultures.

Provision for learners

- The quality of teaching across the school has improved. Teachers use questioning more consistently and effectively to stimulate thinking. They plan opportunities for students to use and communicate their reasoning skills and support students through varied teaching styles. Assessment results are increasingly well analyzed to provide an accurate understanding of what students know, what skills they possess, and how best to meet their needs.
- There are notable improvements to the design and implementation of the curriculum, through the guidance of a US curriculum specialist and the school's careful alignment in transitioning to a new state's standards. The impact of careful planning has led to a more consistent approach to curriculum planning, and greater attention to adapting the curriculum to address gaps in learning.
- Students benefit from a safe and protected environment. There are sound and well supervised health and safety procedures, policies are known to all staff, and the school has a caring ethos. Support for students of determination is good, as students and teachers embrace inclusion at all times. Older students receive effective guidance for their academic targets and career goals.

Leadership and management

- The streamlined and efficient leadership structure has contributed to clear action planning based on a shared vision. Leaders have effectively guided improvements to students' learning experiences, with well-considered actions based around improvements to curriculum delivery and teaching practice in classrooms. Relationships within the school are professional and collaborative, and the school is well-managed.

What the school does best:

- Students' outstanding personal responsibility, empathy, independence and support, and their excellent relationships with all members of the school community
- The high quality of social responsibility, as students actively demonstrate citizenship and tolerance within school and in the wider community
- The curricular choices in the high school, where older students build towards career paths through the purposeful provision of a range of advanced placement courses and electives
- The excellent standard of health and safety, which ensures that all students are in a safe and protected environment
- The dedication and commitment of teachers and leaders at all levels towards continuously improving student learning and academic outcomes.

Key recommendations:

- Expand the development of learning skills, ensuring every lesson is inquiry-based across all subjects and phases, with greater opportunities for independent student research
- Develop teachers as facilitators of learning, rather than directors of learning, who:
 - use differentiation as a process, based upon recognizing student needs and addressing the learning tasks to fit those needs
 - instill greater challenge and raise expectations for all students in all grades and all subjects
 - identify more-able students, and students with gifts and talents, and support them to achieve their potential.
- Improve all students' reading skills to ensure that they read at or above their grade level, by basing planning on secure assessment information.
- Develop more rigorous internal assessments, consistently requiring the application of skills, and linking these more closely to the approaches used in external assessments.

Overall School Performance

Good

1. Students' achievement

		KG	Elementary	Middle	High
 Islamic education	Attainment	Not applicable	Good	Good	Acceptable
	Progress	Not applicable	Good	Good	Good
 Arabic as a first language	Attainment	Not applicable	Good	Acceptable	Acceptable
	Progress	Not applicable	Good	Good	Good
 Arabic as an additional language	Attainment	Not applicable	Good	Acceptable	Acceptable
	Progress	Not applicable	Good	Good	Good
 English	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
 Mathematics	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
 Science	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Learning skills		KG	Elementary	Middle	High
		Good	Good	Good	Good

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

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

3. Teaching and assessment

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

4. Curriculum

	KG	Elementary	Middle	High
Curriculum design and implementation	Good	Good	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	Outstanding	Outstanding	Outstanding	Outstanding
Care and support	Very good	Good	Good	Good

6. Leadership and management

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

For further information regarding the inspection process, please look at [UAE School Inspection Framework](#)

National Priorities

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets.

The following section focuses on the success of the school in meeting the National Agenda Parameter targets:

Registration requirements

The school meets the registration requirements for the National Agenda Parameter (N.A.P.).

Schools' progression in international assessments

is approaching expectations

- The progression between PISA 2012 and PISA 2015 is very weak in mathematics, science and reading, because outcomes were lower in 2015 than 2012. Similar comparisons in TIMSS 2011 and 2015 are acceptable, with a stronger showing in Grade 8. The school's progression in N.A.P. between MAP assessments in Spring 2017 to Spring 2018 is weak in language usage, mathematics and science. Achievement in these subjects, when compared to students' potential, as measured using cognitive ability tests (CAT4), is good in English and science and acceptable in mathematics.

Impact of leadership

meets expectations

- National Agenda improvement plans address appropriate recommendations, but do not have a rigorous monitoring programme. While leaders analyze and validate N.A.P. assessment data and align this with internal curriculum data analysis, this does not fully inform modifications to learning, teaching and the curriculum. Differentiated tasks are most successful when linked with students' ability and potential.

Impact of learning

meets expectations

- Students synthesize information and use subject specific logic and rules to draw reasoned conclusions. Curriculum changes in all subjects are more successfully challenging most students to formulate questions and strategies for problem solving. Tasks do not consistently require deeper levels of research and applied critical thinking. There are high expectations for students to communicate their findings clearly when they are involved in problem-solving.

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

For development:

- Rigorously monitor and evaluate the National Agenda action plan against its key performance indicators, to ensure that student outcomes match N.A.P. and international benchmarks as well as internal assessments.
- Share the in-depth analysis of external and internal benchmarks with all teachers, and rigorously monitor the teaching and learning strategies needed to align student outcomes to N.A.P. expectations.
- Improve students' research and critical thinking skills with challenges that have closer relevance to students' abilities and potential.

Reading across the curriculum

- Achievement in reading is slowly improving in most areas of the curriculum. The focus on key vocabulary in science and mathematics supports students' understanding of text and word problems.
- Students are aware of their reading levels and what they need to do to improve. They are developing an understanding of strategies to strengthen their fluency and comprehension skills.
- The library program is in the early stages of becoming a resource for both students and teachers. Students access the library through weekly 'Reading Enrichment' classes.
- The school's reading policy, focused on professional development, and the addition of new resources, show a clear commitment to promoting reading as a lifelong learning skill for students and families.

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

For development:

- Ensure that the library becomes a vibrant center for learning and research where students enjoy making choices and reading for pleasure, and can access a variety of online resources for research.

UAE social studies

- The curriculum has been thoughtfully and skillfully adapted to meet the needs of all age groups. A variety of resources and experiences ensures that students are engaged in their lessons.
- Learners work both independently and collaboratively on a variety of projects and presentations, making regular connections between areas of learning and their own personal experiences.
- In lessons and recent work, a majority of students attain levels that show a secure understanding of curriculum standards.
- A majority of students make better than expected progress in relation to their individual starting points and curriculum standards.

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

Innovation

- Through the use of the higher order learning skills of critical thinking, enquiry and research, students have opportunities to demonstrate innovative thinking in some subjects. Students are presented with a daily 'Essential Question', which fosters these critical thinking skills and enhances their ability to synthesize their learning.
- Students are motivated towards innovation, but the opportunities provided for them to innovate are not strongly evident in all phases. In science, teachers promote the development of critical thinking and other 21st century skills through STEAM project-work and 'hand-on', laboratory experiences.
- Teachers encourage a culture of innovation in many areas, but this is not well embedded nor universal across all subjects. There are insufficient extra-curricular activities, particularly in elementary and middle school, to nurture students' innovation more effectively,

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

Main Inspection Report

1. Students' achievement

Islamic education

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

- A majority of students demonstrate knowledge and understanding that are above Ministry of Education (MoE) curriculum standards in lessons and recent work. Students in the lower grades achieve better than those in the high school, and girls make better progress than boys. The school's data shows higher attainment than that shown in classes.
- Students demonstrate better understanding of Seerah than that of the Holy Qur'an and Hadith. Most students understand the meaning of Hadith and Qur'anic verses, but many of them have difficulty in using them for evidence of rulings or guidance. Their memorization and recitation skills are still developing, particularly in the higher grades.
- Students' understanding and application of Islamic values is stronger this year. Many of these values are promoted well in lessons, in most of the school's extra-curricular activities, such as the extensive reading and reflection tasks, and by students' involvement in charity work organized by the school.

For development:

- Ensure that the Holy Qur'an, Hadith and Seerah are linked to all areas of learning of the subject and used purposefully for evidence of values, concepts and rulings.

Arabic as a first language

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

- Students achieve good outcomes in elementary, and securely meet the expectations in the other phases. Students make progress across the phases in analyzing literature, and are starting to use the language as a tool for inquiry and critical thinking.
- Students' ability to apply their skills in reading, listening comprehension and speaking is improving steadily, especially in elementary. Students' outcomes are more variable in the upper phases, particularly in their use of Modern Standard Arabic in speaking and writing.

- The improvements in teaching, with an increased focus on reading, inquiry and critical thinking, support students' language learning, although this is not fully reflected in students' outcomes in speaking and writing skills.

For development:

- Improve students' skills in speaking purposefully and at length, and writing creatively using Modern Standard Arabic.
- Enhance students' skills to incorporate enquiry, research and critical thinking in the learning of literature.
- Enable students to purposefully review and improve their work by using more rigorous feedback and assessment processes.

Arabic as an additional language

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

- Students' outcomes in reading, speaking and listening are consistently good in elementary but more variable in middle and high. Students make good progress in their reading and listening comprehension.
- Students increasingly develop a wide range of vocabulary. Writing is improving at a slower pace, as a minority of students are writing at a level that reflects their years of study of Arabic. Speaking skills are adequate in middle and high.
- Student outcomes are not reflecting the recent developments in teaching and assessment practices.

For development:

- Improve speaking and writing for a variety of purposes using Modern Standard Arabic as stipulated by the curriculum standards.
- Incorporate students' systematic practice of speaking and writing through enhancing teaching and providing helpful feedback to students.

English

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

- In English classes throughout the school, students' good achievement is evident across all domains of the language. Although performance in external benchmarks is low, recent results show an improving picture. Valid internal assessments and student work in classes confirm students' good attainment levels.
- A strong focus on the development of reading and writing skills, particularly in elementary, successfully develops comprehension and fluency in writing. In the high school, most students demonstrate good language skills when reading, analyzing, thinking critically and reflecting on themes.

- Although a majority of students have, and actively use, learning targets based on external benchmark results, internal assessments and CAT4 data, there has not been sufficient time to see the impact of this on students' outcomes.

For development:

- Provide opportunities for students to reflect regularly on their learning in order to identify strengths and weaknesses, and to plan to improve their skills in English.

Mathematics

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

- In all phases, the large majority of students make better than expected progress when judged against internal tests. Compared with external test benchmarks, standards are lower in the elementary and middle phases. Most high school students achieve well in higher mathematics courses.
- KG children demonstrate secure numeracy skills. In the elementary and middle phases, accuracy in calculation and algebraic manipulation is strong, while the application of mathematics skills is still developing. Recent initiatives to improve problem solving which require extended mathematical reasoning, are a significant success.
- Students use investigation and problem-solving skills, based on real life scenarios, which is strengthening their higher order thinking skills. Activities given to students of differing abilities, especially the most-able students, are not consistently matched to their potential.

For development:

- Improve student outcomes in the elementary and middle phases by providing greater challenge.
- Ensure that teachers plan lesson that align internal expectations with external benchmarks.

Science

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

- Students at all levels utilize increased opportunities to participate in hands-on activities, including experiments in well-resourced and safe laboratories and, as appropriate, in virtual laboratories.
- Students' use of technology, including the use of laptops and tablets, to enhance the acquisition of scientific knowledge, skills and understanding has improved, but is not well embedded.

- Student outcomes are improving, particularly in the higher grades. This is because specialist teachers are in place, a variety of science-related electives are available and advanced placement courses challenge the highest achieving students.

For development:

- Increase opportunities for all students to further develop their critical thinking, problem solving and other 21st century skills, through deeper and more meaningful questioning, rigorous research and expanded use of technology.

Learning skills

	KG	Elementary	Middle	High
Learning skills	Good	Good	Good	Good

- In almost all lessons, KG children and elementary students are keen to learn and actively engage in classroom activities. They enjoy problem-solving and being challenged when given the opportunity. Older students in some classes are noticeably developing higher order thinking skills.
- Students eagerly collaborate, whether on projects or in group work. They respectfully and willingly share their ideas and their reasoning with one another. In a minority of lessons students' independent learning and critical thinking are constrained by teacher-directed activities.
- The skills of critical thinking and enquiry, and students' ability to make connections to the real world, are evident in a majority of classes. The effective use of technology as a learning tool is underdeveloped.

For development:

- Consistently provide all students with well-planned opportunities to use learning technologies effectively to develop independent research skills, particularly in the high school.

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

	KG	Elementary	Middle	High
Personal development	Outstanding ↑	Outstanding ↑	Outstanding ↑	Outstanding ↑

- Students in all phases have a very strong sense of personal responsibility. They step up when they see a need, show initiative and support one another. They have excellent relationships with staff and with each other, and show genuine concern and tolerance in their interactions.
- Older students, particularly high school students, act maturely. Most show initiative in their work and in their activities that comes from their strong sense of personal responsibility and self-discipline.
- Throughout the school, in corridors and during breaks, in classes and sports, whether interacting with peers or with adults, students demonstrate a high degree of collegiality, kindness towards one another and sensitivity.

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

- Students across the school demonstrate a strong understanding of UAE heritage and culture. They feel connected to the country, which they see as home. They speak knowledgeably about the UAE and explain how it has changed from a desert to a modern state with advanced technology.
- Students' awareness of Islamic values is a particular strength. It is enhanced as part of the school curriculum, particularly in Islamic education. Many of these values are reflected in students' outstanding behavior in all phases.
- The school has improved students' understanding of international cultures by having a range of multi-cultural activities across the school. The impact is still not consistently evident in all phases. Older students are more aware of other world cultures than younger students.

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

- Students across the school are highly motivated. They understand their roles in the school and as members of the wider community. Older students participate actively in voluntary work, campaigns and in school activities such as clubs and sports.
- Environmental awareness is having greater impact this year. This awareness is clearly evident in students' involvement in recycling activities, taking care of their school environment and feeling responsibility for the planet. Innovation is emerging through different forms across the school.
- The Student Council contributes positively to school life by being the voice of students. Members of the council initiate, organize, and lead many of the school's events and activities to make their school a happy place of learning.

For development:

- Provide more opportunities for students to develop their innovation and creative thinking skills.

3. Teaching and assessment

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

- Almost all teachers have strong subject knowledge. Teachers in the lower grades have a clear understanding of how students learn. In older classes, the good rapport and mutual respect between students and teachers has a positive impact on learning.
- Most lessons are well planned and appropriately linked to the curriculum, but at times the actual execution of the lesson does not match the plan. The pace of some lessons could be increased, and greater challenge added, particularly for more-able students and those with gifts and talents.

- Questioning to promote student thinking has improved across the school. Some teachers are successful in helping students generate their own questions. This technique has been most effective where teachers follow-up with further questions to help students extend their thinking.

	KG	Elementary	Middle	High
Assessment	Good	Good	Good	Good

- Leaders gather and analyze the achievements of students in all phases and subjects. This enables teachers to collate learning profiles for all their students, based on mostly valid and reliable academic, personal and social information.
- In all subjects, teachers are beginning to use the analyzed data to plan appropriate tasks for different abilities. They are increasingly effective in challenging students so that they make good progress when evaluated against curriculum standards.
- Students achievement in external assessments is not sufficiently analyzed and discussed to plan strategies to fill gaps in learning. Senior and middle leaders monitor the quality of teaching, but do not have all of the data needed to evaluate its impact on students' attainment and to confirm that all students are reaching their potential.

For development:

- Leaders and teachers should regularly discuss assessment information to ensure the consistency and accuracy of judgements, and use this information to plan next steps in learning.

4. Curriculum

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

- The curriculum is consistently implemented across phases, using Massachusetts state standards and the MoE curriculum. In KG a thematic approach sometimes builds on the interests of the children. The high school curriculum is coherent and provides students with learning choices.
- The curriculum provides high-quality academic, scientific and artistic opportunities within the school. There is clear progression between the phases, and students are well prepared for the next stage of their education. Regular and rigorous reviews ensure that students' academic and personal goals are met.
- In this transition year, the application of the new curriculum has some gaps in linking learning objectives directly with all standards, or building on proficiency to lead to mastery. The rigorous high school Advanced Placement program enables students to successfully undertake a range of advanced courses that effectively prepare them for future careers.
- Moral education is delivered as a stand-alone subject in all phases and meets MoE curriculum requirements.

	KG	Elementary	Middle	High
Curriculum adaptation	Good	Good	Good	Good

- The curriculum has been reviewed and effectively adapted to meet the needs of most groups of students. KG students take advantage of 'Free Flow' time which allows for choice in their learning. Students of determination are supported with appropriate curriculum modifications.
- In the more effective lessons, students' learning styles are considered when teachers create the opportunity for them to engage in activities that promote innovation and creativity. When done successfully, these adaptations promote higher order learning.
- Integration of the study of Emirati culture is pervasive throughout the school, in subject lessons, as well as social studies, moral education and Islamic education. These experiences ensure that students develop and deepen a full understanding and appreciation of the heritage of the UAE.
- Children in KG have a 45-minute Arabic lesson per day, five days per week.

For development:

- Improve adaptations to the curriculum for students identified as being more-able or having gifts and talents, to enable them to meet their personal and academic best.

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

	KG	Elementary	Middle	High
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding	Outstanding	Outstanding

- The health, safety and welfare of students, faculty and staff are top priorities for the school. The arrangements for child protection, security of the buildings and grounds, and access for the disabled, are key features.
- Transport arrangements are well organized and assure student safety while traveling to and from school. Students wear seat belts as required and are checked on and off the buses each day.
- Students are aware of healthy life styles through class instruction, including physical education and project work, as well as other sporting activities. The canteen is stocked appropriately and most students make healthy food choices.

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

- The strong focus on care and support for all students enables them to focus fully on school life, making their best personal and academic progress. The school continues to maintain very high attendance rates and good punctuality.
- Student-staff relationships are very positive and supportive, ensuring high standards for well managed behavior. Students of determination receive effective support. Accurate systems for the identification of students needs are in place except for those with gifts and talents.
- Some teachers use strategies to differentiate for varied learning needs, but these practices are not sufficiently well embedded to have a positive impact on students' academic growth. Counselors attend well to students' emotional well-being and academic needs. High school students are guided effectively through the college application process and advised on life choices and careers.

For development:

- Implement a rigorous system to identify more-able students and students with gifts and talents.
- Ensure that teachers have access to appropriate on-going training to learn how to adapt teaching to meet the differing needs for students of varying abilities, including students of determination.

Inclusion of students of determination

Provision and outcomes for students of determination	Good
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- Through the strong vision of inclusion and commitment to learners of all needs, the leadership team has empowered all staff to promote a culture where students of determination are welcomed, valued and accepted.
- The use of early identification processes to identify students who may need additional support, has ensured that intervention plans are targeted and developmentally appropriate.
- Parents are engaged well with their children's educational program. They are fully informed as to their children's progress and accomplishments, providing them with guidance to support learning and progress effectively outside of school.
- Individual education plans (IEPs) provide specific modifications and accommodations for students to make effective progress. However, the implementation of these plans through teaching strategies in the classroom is inconsistent.
- Under the guidance of the specialist teachers, the learning support assistants (LSAs) work effectively to improve students' social and communication skills. The aim is to decrease dependence on the LSAs by improving students' self-confidence and self-help skills. Progress against IEP goals and objectives is monitored, and targets are modified according to student and teacher assessment.

For development:

- Ensure that teachers consistently implement differentiated lessons and apply learning strategies according to IEPs in order to reduce barriers to learning and enable students to make good or better progress.

6. Leadership and management

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

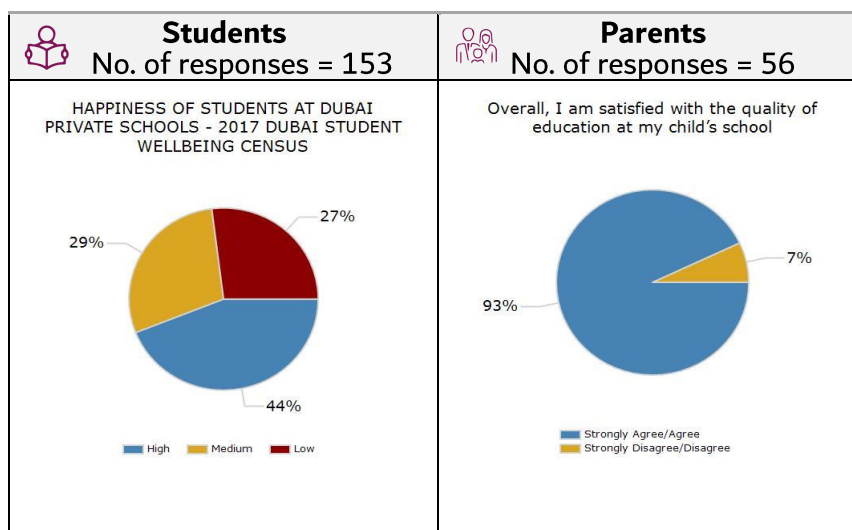
- The streamlined and efficient leadership structure contributes to a clear vision, ensuring that all leaders know the needs of the school and what improvement actions are required. Most leaders, well led by the principal, are dedicated and effective. Not all departments are at the same level, but there is a consistent approach towards involving everyone in the process of change. School actions are reviewed to evaluate their impact on student learning.
- Leaders gather information from a range of sources, analyze it accurately, and use it to plan next steps. Although teaching and learning are monitored systematically, leaders do not compare students' achievement with their potential, as measured by cognitive ability tests. School improvement planning is realistic, based on a sound understanding of the school, with medium and long-term targets, some of which are based on the results of data analysis.
- Parents value highly the school ethos and the nurturing environment to support their children's learning. The school utilizes various platforms for effectively communicating and reporting to parents their children's progress. Parents are keen to add value to the school's journey through systematic opportunities for partnership, such as a parent association. The growing partnerships with the community enhance learning across the school.
- Governors work closely with the school. They regularly monitor the leaders' actions and effectively hold them to account for the school's performance. Governors have a positive influence on the school's development. Representation from stakeholders is informal. Although the views of many parents reach the governing board through a variety of means, parents would value a more formal, systematic structure.
- Distributive leadership is effective and ensures that the school is managed well. The addition of an American curriculum co-ordinator has had a positive influence on educational practices. The excellent student-teacher ratio ensures that students are supported well. On-going professional development hones teachers' pedagogical skills effectively. The well-maintained school premises include specialist facilities, well-equipped science laboratories and art studios. Subject coordinators have a range of teaching and learning resources.

For development:

- Create weekly opportunities for teachers and leaders to work together across a grade or phase, such as in professional learning communities (PLCs), to analyze, monitor and use assessment information effectively to improve teaching and student outcomes.
- Governors should ensure that resourcing of the technology infrastructure in high school classrooms is updated to enable the development of 21st century skills.

The View of parents, teachers, and senior students

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



 Students	Almost all students who responded to the survey enjoy school and report they feel safe while there. They express a strong sense of well-being. They feel connected with adults and peers in the school and have a least one strong relationship with an adult. Students report that they are engaged in their learning and believe they have the skills needed to be academically successful.
 Parents	Parents are satisfied with the quality of education provided by the school and with their child's progress in key subjects. They agree that their child is safe at school and on the buses. They believe their children are well supported in their learning and value the inclusive atmosphere where all children are accepted as part of the school community.

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