

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

GOOD

المعرفة
Knowledge

INSPECTION REPORT

2017-2018

Mirdif
Private School

Celebrating
10 years of
inspections

MIRDIF PRIVATE SCHOOL

AMERICAN CURRICULUM

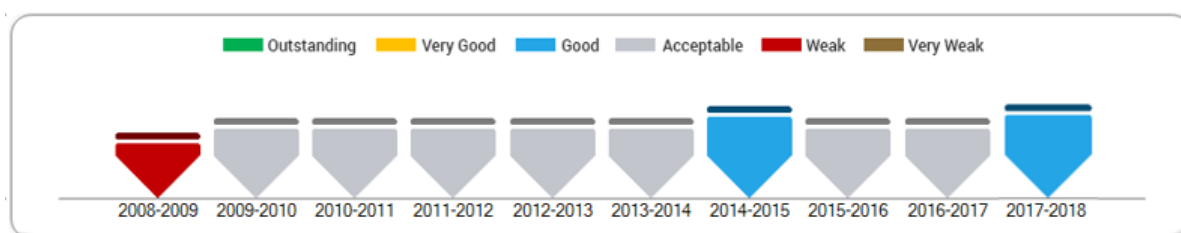
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School information

General information		Students	
Location	Al Mizhar	Gender of students	Boys and girls
Type of school	Private	Age range	4-13
Opening year of school	1995	Grades or year groups	KG 1-Grade 8
Website	www.mirdifprivateschool.ae	Number of students on roll	830
Telephone	00971-4-2883303	Number of children in pre-kindergarten	0
Address	P.O.Box.79195Mirdif - Dubai	Number of Emirati students	602
Principal	Randa Ghandour, رندا غندور	Number of students with SEND	37
Principal - Date appointed	9/1/1995	Largest nationality group of students	Emirati
Language of instruction	English	Curriculum	
Inspection dates	08 to 12 October 2017	Educational permit / License	US
Teachers / Support staff		Main curriculum	US / California
Number of teachers	59	External tests and examinations	MAP
Largest nationality group of teachers	United State of America	Accreditation	NEASC
Number of teaching assistants	26	National Agenda benchmark tests	MAP
Teacher-student ratio	1:14		
Number of guidance counselors	1		
Teacher turnover	24%		

School Journey for Mirdif Private School



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 judgments 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.

Judgments are made on a six-point scale

DSIB inspection teams make judgments 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

Mirdif Private School was inspected by DSIB from 08 to 12 October 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

Senior leaders are skilled practitioners fully committed to the school and its vision as a quality US curriculum school serving the Emirati and international community. The newly expanded, distributed leadership model has a positive impact. Leaders and teachers share their understandings of how to bring about improvement with the goal of raising student achievement. Communication has improved and staff are actively involved.

Students' achievement

Students show improved attainment in Arabic as an additional language in the elementary school, and progress in the middle school. Progress in mathematics has improved in the elementary school, and Islamic education is good in both phases. There is good progress and attainment in English, mathematics and science in the Kindergarten.

Students' personal and social development, and their innovation skills

In each phase, students' personal development is very good. Students show good manners and are very supportive and caring towards their peers. They are respectful of teachers, are developing an understanding of a healthy lifestyle, and have high attendance levels. Overall, students demonstrate their love of learning through positive relationships with others.

Teaching and assessment

The quality of teaching is good in each phase, as new and established teachers share best practices for effective lessons. Good processes for assessment in the Kindergarten help teachers track growth. In the other phases, use of the MAP and CAT4 assessment information is beginning to be used as intended, to highlight strengths and identify needed development.

Curriculum

The curriculum is clearly set for all subjects, with smooth transitions between levels. Most subjects include the development of skills as well as concepts, with activities that give students opportunities to think. Modifications to meet the needs of all students are still developing. The curriculum is enhanced well with an extensive array of extra-curricular activities, and links to Emirati culture.

The protection, care, guidance and support of students

Arrangements for the protection, care and support of students are very good. There are widely understood policies for protecting students. The premises are secure, and students have healthy food options. Promotion of attendance is effective. All students receive care and support in a positive and accepting environment, and receive guidance if needed.

What the school does best

- The cohesive, energetic school community that contributes to the positive ethos of the school, and the harmonious learning environment found in every class.
- The continued strength in understanding and demonstrating Islamic values by all students.
- The new cadre of qualified teachers experienced in the strategies for teaching the US curriculum, adding strength to the dedicated teaching faculty.
- The ample supply of resources that effectively support active and engaged student learning.

Key recommendations

- Implement a well-researched, targeted accelerated intervention to raise language proficiency across the school that enables students to achieve US grade level reading norms by the end of this academic year by appointing a professional reading specialist or coach with proven expertise in literacy interventions.
- Improve teachers' skills in the use of instructional strategies for teaching mathematics, science and English to English language learners (ELL).
- Provide thorough analysis and interpretation of all data, including Cognitive Ability Test 4 (CAT4), and ensure all teachers:
 - use this information to identify the learning aptitudes of all students, including those with SEND, and plan to meet their needs
 - include learning targets that provide rigor and challenge
 - emphasize verbal reasoning in concentrated, carefully planned approaches
- Raise parents' awareness of:
 - the culture and rigor of work expected in quality US curriculum schools
 - the steps that the school will take to improve external examination results
- Develop and embed the distributive leadership model that is now in place.

Overall School Performance

Good

1. Students' Achievement

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

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

	KG	Elementary	Middle	High
Personal development	Very good ↑	Very good ↑	Very good ↑	Not applicable
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Very good	Outstanding	Not applicable
Social responsibility and innovation skills	Good	Good	Good	Not applicable

3. Teaching and assessment

	KG	Elementary	Middle	High
Teaching for effective learning	Good	Good ↑	Good ↑	Not applicable
Assessment	Good	Acceptable	Acceptable	Not applicable

4. Curriculum

	KG	Elementary	Middle	High
Curriculum design and implementation	Good	Good	Good	Not applicable
Curriculum adaptation	Good	Good	Good	Not applicable

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 ↓	Not applicable
Care and support	Good	Good	Good	Not applicable

6. Leadership and management

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

- Attainment of students is below expectations in science, mathematics and English.
- The school meets the registration requirements for the National Agenda Parameter (N.A.P).
- The school is developing its understanding of NAP data analyses. The alignment of internal and external data identifies strengths and weaknesses and provides teachers with essential information to personalize student provision.
- The N.A.P data and the TIMSS results are being used to modify the school curriculum in English, mathematics and science. Most of the required skills and content for progression are included.
- The N.A.P test results are being used to influence teaching strategies and the range of learning activities enjoyed by students. Many lessons involve inquiry, independent research and open-ended problem solving.
- Most students are familiar with their N.A.P individual reports. Results are having a positive impact on students' ownership of their learning. They regularly use available resources to develop research skills required by the National Agenda.

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 prioritize 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 prioritize 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) Personalization

- All school leaders, including governors, are aware of, and committed to raising the attainment and progress of Emirati students.
- Enhancements and refinements to provision for Emirati students are at an early stage of development. A school-wide emphasis on the use of assessment to influence teaching, and the adaptation of the curriculum to increase Emirati students' attainment and progress, is being implemented.
- Leaders are involved in the data analysis, sharing results and insight with teachers.

The school's provision for raising the achievement of Emirati students' needs improvement.

Moral Education

- Moral education is a weekly stand-alone subject. It is also integrated well into other subjects including English and the reading program.
- Teachers follow the scope and sequence of units, creating lessons that are engaging and facilitate students' abilities to apply the concepts to their personal lives.
- Lessons are personalized for each age group with ample opportunities for students to lead their own learning through interesting dialogue and questions.
- Teachers use projects, work samples and end of unit assessments to determine progress. There are opportunities to be involved in classroom blogs to deepen understanding.

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

Social Studies

- The school offers UAE social studies as a stand-alone subject as well as integrated within the Islamic education curriculum. Cross-curricular links are included for other subjects.
- Teachers adequately engage students in their lessons. They plan interesting activities but these do not always provide sufficient challenge or develop the students' higher order thinking skills.
- Students work productively in groups and make some connections to their own life experiences in the UAE. They can do basic research with minimal teacher direction.
- The subject is assessed through projects and written tests. These ensure that students make adequate progress but do not always provide students with next steps for learning.

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

Innovation in Education

- Students use software programs to research and explore independently. They present their science projects during the annual Science Fair, which increases their self-confidence and creativity.
- Groups of students identify needs in the community and devise activities to help address gaps, using innovative approaches.
- Teachers provide opportunities for students to develop critical thinking and 21st century skills through class discussions, inquiry and real-life problem-solving including science, technology, engineering and mathematics (STEM) activities.
- A full array of enrichment activities is provided through the school's extra-curricular program. Curriculum adaptations embed innovative opportunities in these and in a few classes.
- The school leadership team is committed to developing innovation, has inaugurated an "Innovative Flight Path" and is beginning to promote innovation in new ways.

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

Main inspection report

1. Students' achievements

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

- Students' attainment in both phases shows that the majority are able to reach standards above their age level. They show accelerated progress in most lessons as well as in their writing, and all students make valuable contributions.
- Elementary students have an appropriate level of understanding of Islamic basics such as greetings and morals. Middle school students demonstrate and understand concepts in depth. Progress in lessons is good because the students learn topics suitable to their age.
- The Islamic department has introduced more effective learning strategies to increase the involvement of the students and to make the lesson more attractive. This is leading to improvement.

For development

- Create a culture of listening to peers during student presentations.

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

- Attainment continues to be a strength in the elementary phase as students demonstrate the ability to respond appropriately to familiar questions and engage in short conversations. Students in the middle school rely more on teacher support.
- Students make good progress from their individual starting points. Writing skills are improving due to the range of opportunities provided and constructive teacher feedback.
- Listening has improved in both phases; the students understand classical Arabic speech and instructions. Students are fluent in reading the words of familiar and extended texts, although understanding content is still developing.

For development

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

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

- Elementary school students perform at a higher standard than those in the middle school where a significant number are new to studying Arabic. Progress is good in both phases because of the engaging learning strategies applied in lessons.
- Students speak well, using common words and short sentences. As additional language speakers, they are good in reading and listening, and speaking using high frequency words. Students are good at problem solving particularly in the elementary school.
- Practical teaching and learning strategies make learning more purposeful and put emphasis on students' applying their learning to everyday situations. Students are engaged more in speaking and have opportunities to reflect on what they learn, linking it to their own lives.

For development

- Create more opportunities for every individual to be part of group work activities, such as assigning roles for each member of the group.

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

- Rapid acquisition of English language skills in the KG leads to good attainment, particularly in listening, understanding and speaking. The majority of children can read short words and sentences and write for meaning. Attainment of students in the elementary and middle phases remains acceptable.
- Students in each phase are able to access the curriculum in English across all subjects. External assessments identify several areas of language development which need strengthening especially in reading and writing.
- The focus on collaborative learning and a technology-rich environment enhances students' understanding from their low starting points. Data analysis and teachers' knowledge of students' strengths and weaknesses are not used efficiently to address the learning needs of all students.

For development

- Enhance students' ability to think more deeply and reflectively when reading literature, for example, by integrating complex thinking tasks in lessons, using analysis, synthesis and evaluation of texts.

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

- Kindergarten children work well in mathematics. The majority understand the concept of number and make good progress in counting. They understand the concept of more and less, and can compare objects using appropriate mathematical language. In the KG and the elementary phase, students are developing confidence in problem solving and are making better progress. In the middle school, some students lack sufficient opportunities to reason abstractly.
- Students are starting to gain confidence in communicating their understanding of mathematics using mathematical language. Their critical thinking and independent learning skills are still developing.
- Improved progress in the elementary phase reflects the effective use of technology to support learning through modeling, research, problem solving, skill reinforcement and self-assessment. Some students in the middle school have gaps in understanding some curricular concepts.

For development

- Include more consistent activities with real-life applications and activities involving critical thinking and problem solving to accelerate progress, especially in the middle phase.

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

- The majority of children in the KG demonstrate an understanding of their world and basic scientific concepts that align with Next Generation Science Standards. Students in the lower elementary and middle school are performing better than those in upper elementary due to the quality of teaching.
- Students across the school, but more often in the middle school, show improved quality in both their written and oral work and, as a result, are increasing their rates of learning.
- Internal assessment results show students in most grades successfully building their knowledge, skills and understanding of key science concepts, ideas and vocabulary. External results however, show far less secure student understanding of grade level standards.

For development

- Provide all students with additional opportunities to develop research and laboratory experiences using technology.

	KG	Elementary	Middle	High
Learning Skills	Good	Good ↑	Acceptable	Not applicable

- Most students engage easily in lessons and are eager to learn. Learning skills are well developed in the KG and elementary grades. In the middle school, students are active and, at times, independent learners but have limited fluency in processing and evaluating information.
- Across the school, students learn in a technology-rich environment. A wide range of technology-based activities and programs extend and enhance learning. Critical thinking, problem solving and verbal reasoning skills are underdeveloped, particularly in the middle school.
- Students successfully collaborate to complete tasks, particularly when they have clearly-defined group roles and are challenged. Students complete their work thoroughly and carefully and demonstrate pride in their accomplishments.

For development

- Provide middle school students with focused provision for the development of problem solving and verbal reasoning skills.

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

	KG	Elementary	Middle	High
Personal development	Very good ↑	Very good ↑	Very good ↑	Not applicable

- Almost all students are very positive and have responsible attitudes. They highly respect the classrooms rules and most listen to feedback. However, some middle school students do not show the same level of enthusiasm.
- Students are consistently self-disciplined and respond very well to others. Students of different nationalities contribute to creating a friendly atmosphere. They help each other and support students with SEND. Attendance is very good.
- Students appreciate very much the school's promotion of healthy and safe living. They practice what they learn. This also has a positive impact on their behavior.

	KG	Elementary	Middle	High
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Very good	Outstanding	Not applicable

- Students, particularly in the middle school, show a strong understanding of Islamic values. The Giving Club organizes a range of activities to spread this awareness; the Orphanage donation campaign, "Dirhim Alkhair", and the visit to the home for the elderly are just a few examples.
- Understanding and appreciation of Emirati culture is a strength of the school. Students celebrate the UAE National Day and Flag Day. They are aware of Emirati culture and traditions and the Islamic values that underpin them.
- Students are aware of their own cultures. They show respect to other nationalities and religions in the school. They celebrate special days and are improving in their understanding of the wider world culture and diversity.

	KG	Elementary	Middle	High
Social responsibility and innovation skills	Good	Good	Good	Not applicable

- Students in each phase are responsible members of the school community. They contribute actively to school life, for example, by helping younger students to read. They have a strong work ethic. They also take on volunteer activities, such as helping the maintenance staff, and they demonstrate a good work ethic.
- Students' environmental awareness is good. They are keen to look for ways to improve the school's environment through projects like the Edible Garden and collecting plastic bottles and paper for recycling. Student leadership roles are not well defined.
- Some specific lessons increase students' awareness of innovation skills. As an example, they demonstrate their creativity through projects to promote ideas about health and care, such as designing comfortable school bags. Innovation as a daily practice is not widespread.

For development

- Widely disseminate an understanding of Islamic values and world cultures throughout KG and the elementary phase.
- Provide opportunities for students to be innovative.

3. Teaching and assessment

	KG	Elementary	Middle	High
Teaching for effective learning	Good	Good ↑	Good ↑	Not applicable

- Teachers' strong subject knowledge and effective lesson planning are leading to some improved outcomes for students.
- In most classes teachers demonstrate an understanding of the need to develop their students' critical thinking, problem solving and other 21st century skills. The ability to do this effectively, however, varies from teacher to teacher and subject to subject.
- Teachers know their students well. Not all teachers use the large amount of assessment information available to plan instruction that meets the needs of all students. As a result, students do not achieve as well as they can.

	KG	Elementary	Middle	High
Assessment	Good	Acceptable	Acceptable	Not applicable

- In the KG daily assessments are used well to inform planning. In the elementary and middle phases, assessment processes are acceptable. They are used better in Arabic and Islamic education.
- There is improved alignment between internal and external assessments. Teachers know their students well, so both verbal and written feedback to students on next steps for improvement is strong. However, the use of data to plan for different ability groups is inconsistent across phases and subjects.
- Following professional development, most teachers have improved practices for interpreting, triangulating and using the various data sources in teaching and curriculum planning.

For development

- Develop teachers' and senior leaders' skills in the analysis, interpretation and use of internal, external and predictive data to inform teaching and curriculum planning to improve the progress all groups of students.
- Provide opportunities in all lessons to develop students' skills in reasoning, problem solving and critical thinking.

4. Curriculum

	KG	Elementary	Middle	High
Curriculum design and implementation	Good	Good	Good	Not applicable

- The curriculum is broad and balanced with a systematic and smooth transition within and between phases.
- Curricular choices are embedded within the school program. Kindergarten children exercise choice through learning centers that develop skills. In the elementary and middle phases, physical education, music and the arts add breadth to learning. In after school activities, students participate in clubs linked to their interests and ambitions.
- Technology-rich classes facilitate 21st century learning. Tablets and laptops enable students to access wide-ranging information. The implementation of the Next Generation Science Standards (NGSS), strengthens students' understanding of increasingly complex topics.

	KG	Elementary	Middle	High
Curriculum adaptation	Good	Good	Good	Not applicable

- Professional development equips teachers to address the instructional needs of students. However, the use of adaptive strategies within classrooms is inconsistent across subjects. Students with SEND receive effective support from specialist teachers.
- Students participate in a wide array of enriching extra-curricular activities. Focused engagement in innovation occurs in weekly classes for Grades 4 to 8. These allow for semester-long projects to illustrate innovative design solutions to global and environmental issues.
- Integration of Arabic and Islamic education is strong. Knowledge of the UAE society and culture are woven into daily lessons, in reading projects, and in competitions that challenge students.
- Arabic is taught in the KG through four, 40-minute lessons per week. Children are introduced to letter shapes, Arabic sounds, and short vowel sounds linked to thematic units.

For development

- Adapt lessons using diagnostic data to inform instruction for English learners, the gifted and talented, and students with SEND.
- Provide opportunities for students to be innovative in all subjects and grades.

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 ↓	Not applicable
- Provision for the health and safety of students in the school are very good. Diligent administrators, teachers and support staff ensure that students feel secure and are protected from bullying on campus and through social media. The staff deal effectively with students' needs and concerns. - Buses are well maintained and supervisors ensure safe travelling for students. The supervision of students and the medical services are very strong. The school is safe, hygienic and secure and there are effective procedures in place for emergency evacuation. - Students make wise choices about their diet and exercise as a result of the school's policy on the promotion of healthy choices. Students have access to safe and clean play areas that are fit for their learning and recreational purposes.				

	KG	Elementary	Middle	High
Care and support	Good	Good	Good	Not applicable
- The school maintains a campus that is calm and openly receptive to parents and students. Staff members focus on teaching while managing classroom behavior in a positive and nurturing manner. - A highly successful approach to supporting and maintaining a strong level of attendance and punctuality is evident in classrooms and throughout the school. - Students with special educational needs and disabilities (SEND) are identified on admission or in their early years of enrollment and referred for intervention when struggling in classes. A gifted and talented policy is in place although identification of, and a program for students are not in place. - Accommodations designed to address the learning needs of students with SEND are provided at varying levels of effectiveness. They are not always written into lesson plans by classroom teachers. Students receive well designed intervention and instructional support from SEND staff. - Students receive counseling and advice through individual and group sessions, in "Lunch Bunch", and in-class guidance lessons. Coaching of teachers by the counselor has resulted in a more positive relationship with students in their classrooms.				

For development

- Further refine risk assessment procedures, including registration of all visitors, and the procedures for health and safety in science laboratories.
- Provide access for students with physical disabilities to all buildings and laboratories.
- Improve the procedures for the identification of students with special educational needs and those who have gifts and talents.

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND

Acceptable

- The governor for inclusive education and the inclusion champion implement the school's inclusive education improvement plan. The school inclusion policy guides staff in program delivery to enhance students' progress.
- Identification of students with SEND occurs at entry, through testing, and when the need is identified in classrooms. Teachers require further development in instructional intervention to ensure they meet the learning needs of students with SEND in their daily classes.
- Coffee mornings for parents are provided several times each term. Weekly parent updates provide information on the progress of their children. Parents are appreciative of the ongoing support they receive from the SEND staff.
- Effective modifications to instruction are provided by SEND teaching staff along with learning support aides, who provide students with effective support. Teachers in whole-class lessons do not fully accommodate the learning needs of this group of students, nor do they provide instruction that effectively accelerates their learning.
- Many students with SEND are making progress. However, a significant number do not reach their potential for academic, social, and emotional growth.

For development

- Use strategies in addition to test results to identify students with SEND.
- Provide coaching of teachers in effective teaching strategies that are designed for targeted instruction of individual students.

6. Leadership and management

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

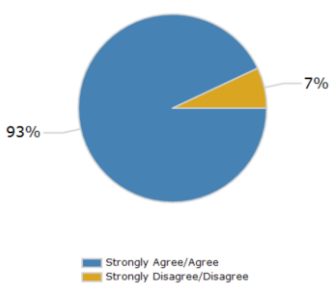
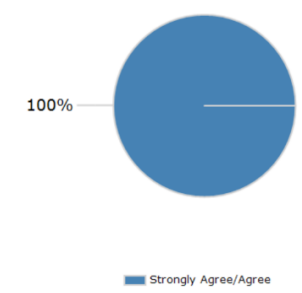
- School leaders at all levels work towards improving student performance. The hiring of additional qualified teachers with US experience has given fresh impetus for school improvement. The roles of mid-level leaders are more defined, resulting in a shared sense of purpose.
- The processes for school self-evaluation have improved. Through the accreditation 'self-study', all staff are involved in looking deeply at the strengths of the school, gaining a sound understanding of its present strengths and needs. More effective teacher performance evaluation takes place. The recommendations of the last inspection report were used to guide measured and purposeful action.
- Parents are a vital part of the school community and their views and ideas help shape the school's planning. Parents are regularly informed about their children's academic and personal development and paths for improvement. However, the school's overall achievement and reading levels on external assessments are not fully communicated. There are strong links with the broader community supporting the school's vision of advancing competent global learners.
- The expanded governing board now includes parents and teachers, ensuring it hears the perspectives from different sectors and contributes to greater understanding. The governing board monitors the work of the school and holds it accountable for student achievement and personal and social development. Governors review the school's performance and the quality of the work of the management and staff.
- The school is well-managed. Students, teachers and staff know the procedures and what is expected. The teaching staff includes experienced teachers who share best practices gained through professional development or experience in the US. The high quality premises encourage learning through the ample supply of resources, providing opportunities to use a variety of learning approaches in creative lessons.

For development

- Identify the priorities for school improvement which have the most impact on student achievement, targeting approaches within these areas to accelerate growth.

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 No. of responses = 0	 Parents No. of responses = 66	 Teachers No. of responses = 48
Not Applicable	Overall, I am satisfied with the quality of education at my child's school  93% 7% Strongly Agree/Agree Strongly Disagree/Disagree	Overall, I am satisfied with the quality of education at my school  100% Strongly Agree/Agree

 Students	Not applicable.
 Parents	Parents are happy with the school and the education provided for their children. They feel that they are well-informed about their children's progress.
 Teachers	Teachers are supportive of the school and the way it is working to bring about improvements in student learning. Almost all teachers enjoy working in this school.

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