

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

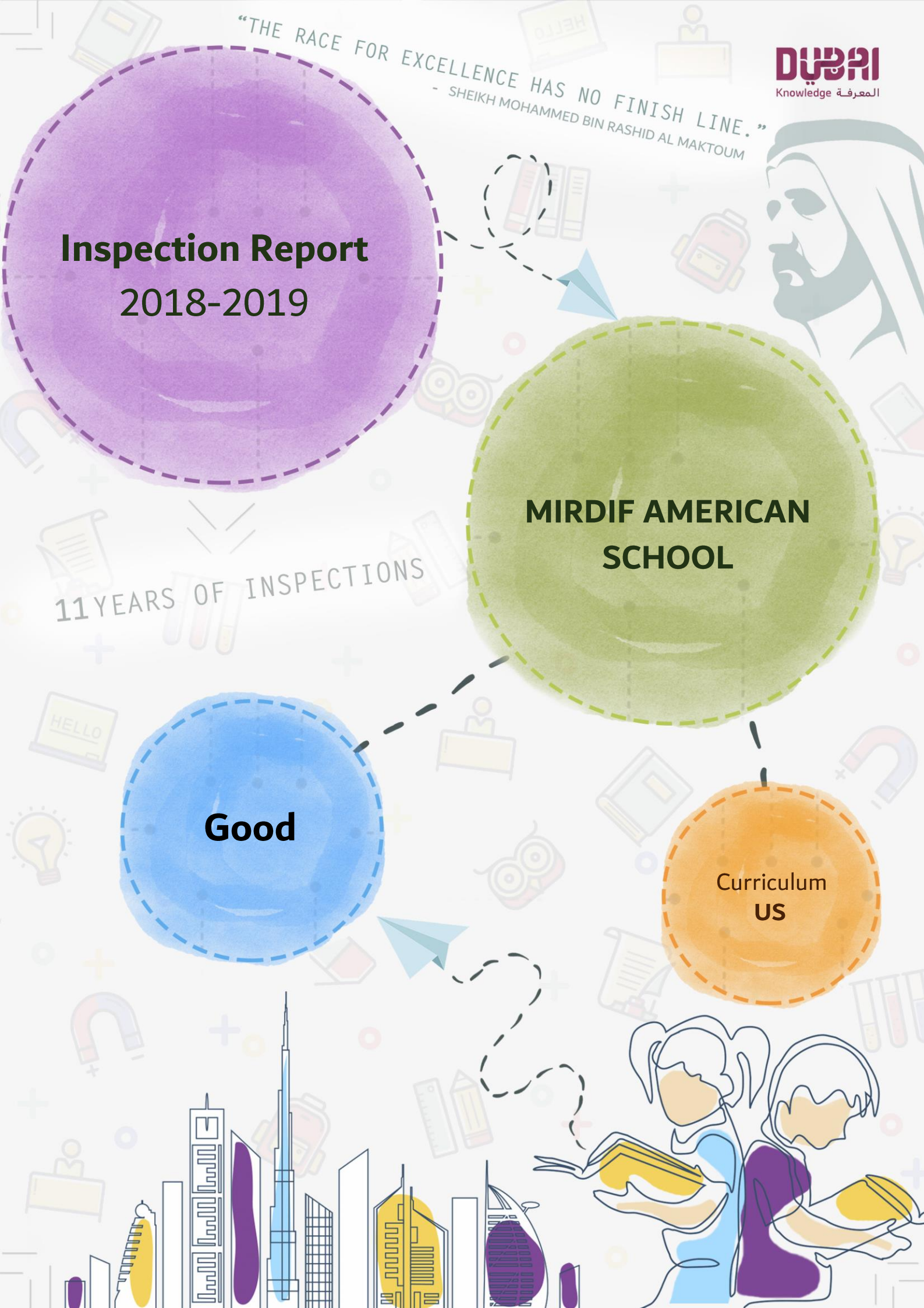
Inspection Report 2018-2019

**MIRDIF AMERICAN
SCHOOL**

11 YEARS OF INSPECTIONS

Good

Curriculum
US



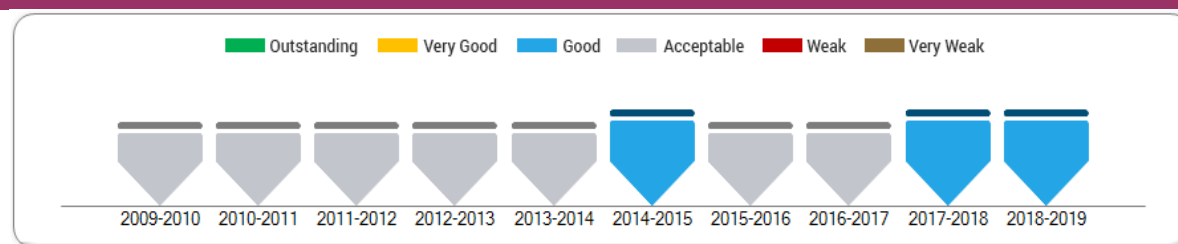
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School Information

General Information	Location	Al Mizhar
	Opening year of School	1995
	Website	www. mirdifamericanschool.ae
	Telephone	00971-4-2883303
	Principal	Randa Ghandour
	Principal - Date appointed	9/1/1995
	Language of Instruction	English
	Inspection Dates:	12 to 14 November 2018
Students	Gender of students	Boys and girls
	Age range	3-13
	Grades or year groups	Pre KG 1 - Grade 8
	Number of students on roll	861
	Number of Emirati students	641
	Number of students of determination	62
	Largest nationality group of students	Emirati
Teachers	Number of teachers	58
	Largest nationality group of teachers	American
	Number of teaching assistants	55
	Teacher-student ratio	1:15
	Number of guidance counsellors	1
	Teacher turnover	20
Curriculum	Educational Permit/ License	US
	Main Curriculum	US
	External Tests and Examinations	None
	Accreditation	NEASC
	National Agenda Benchmark Tests	CAT4, MAP

School Journey for MIRDIF AMERICAN SCHOOL



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

- Recent results in Measures of Academic Progress (MAP) assessments indicate that both attainment and progress are improving. This is most apparent in science in the elementary school. Islamic education and Arabic as a first language are now good in all phases. Students' learning skills are developing well and have improved in the middle school.
- Students' personal and social development, their understanding of Islamic values, and Emirati and world cultures are strengths of the school. Students are respectful, compassionate and tolerant of others.

Provision for learners

- Teaching across the school is good and continues to improve in some respects. The processes for assessment are better in the Kindergarten (KG), where continuous assessment practices are successfully used. In elementary and middle schools, assessment data are analyzed effectively for groups of students, but are not fully utilized in planning to meet the specific needs of all individual students. Accurate tracking of students' progress remains underdeveloped in elementary and middle.
- The design, implementation and adaptation of the curriculum to meet the needs of all students is good across all phases. Adaptation to meet the needs of students of determination is beginning to improve. There is a wide range of extra-curricular activities and experiences available for students in all phases, but there are limited curricular choices, especially in the middle school.
- The school provides a safe, supportive and caring environment. The buildings are maintained to a very high standard and provide a suitable learning environment for all grades. This is an inclusive school that identifies and supports the needs of all groups of students. Provision for students of determination has improved this year. However, students with gifts and talents are not sufficiently challenged.

Leadership and management

- The school leadership team has a clear and passionate vision for the school. Leaders have built an inclusive, friendly and caring environment. Staffing has improved with key personnel who are well suited to a US curriculum school having been appointed to senior and middle leadership positions. The board of governors has newly-recruited members who provide a range of complementary skills to support further improvement. Morale throughout the school community is very positive. Parents are supportive of the school and appreciative of its inclusivity.

What the School does Best:

- The quality of teaching across the school, and the development of independent learning skills
- The friendly, community spirit and calm atmosphere
- Understanding of Islamic values that enables students to demonstrate positive and respectful attitudes and relationships
- The support of, and partnership with parents
- The school's commitment to, and improving provision for, inclusion

Key Recommendations:

- Enhance teachers' ability to use assessment data consistently and effectively to meet the needs of all groups of students.
- Implement teaching strategies that are appropriate for students' learning through a language of instruction that is not their first language.
- Raise teachers' expectations of what students can achieve, especially for English language proficiency in the elementary school, and for grade level outcomes in the middle school.
- Make regular use of data to evaluate the impact of strategies on students' outcomes, and monitor the effectiveness of all leaders in meeting those goals.

Overall School Performance

Good

1. Students' Achievement

		KG	Elementary	Middle
 Islamic Education	Attainment	Not applicable	Good	Good
	Progress	Not applicable	Good	Good
 Arabic as a First Language	Attainment	Not applicable	Good	Good ↑
	Progress	Not applicable	Good	Good
 Arabic as an Additional Language	Attainment	Not applicable	Good	Acceptable
	Progress	Not applicable	Good	Good
 English	Attainment	Good	Acceptable	Acceptable
	Progress	Good	Acceptable	Good
 Mathematics	Attainment	Good	Acceptable	Acceptable
	Progress	Good	Good	Acceptable
 Science	Attainment	Good	Acceptable	Acceptable
	Progress	Good	Good ↑	Good
		KG	Elementary	Middle
Learning skills		Good	Good	Good ↑

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

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

3. Teaching and assessment

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

4. Curriculum

	KG	Elementary	Middle
Curriculum design and implementation	Good	Good	Good
Curriculum adaptation	Good	Good	Good

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

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

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

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 (N.A.P.) targets :

Registration requirements

The school meets the registration requirements for the National Agenda Parameter.

School's Progression In International Assessments

meets expectations

- Progression in N.A.P. testing judged to be weak overall. There remain significant weaknesses in all three subjects, although the Grade 7 and 8 results in science were raised from weak to good. The TIMSS results (2015) showed stronger data in Grade 8 for both mathematics and science, where results were above the intermediate international benchmark. The GAP analysis shows very good or outstanding achievement in relation to students' potential, as indicated in the cognitive ability test (CAT 4) scores in all grade levels.

Impact Of Leadership

meets expectations

- The leadership of the school strongly supports the vision and goals of the National Agenda. Action planning specifies clear processes for monitoring and measuring student outcomes. Targeted modifications to the curriculum are more closely aligned to TIMSS and N.A.P. tests. Teaching does not take sufficient account of assessment information.

Impact Of Learning

is approaching expectations

- Although different interpretations of critical thinking exist amongst teachers, stronger critical thinking skills are beginning to develop across the school. Research skills are underdeveloped. The scientific method is not sufficiently embedded to enhance students' critical thinking and research skills.

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

For Development:

- Assist students to become more confident in both CAT4 and external testing to ensure that the results reflect their true achievement levels and academic potential.
- Rigorously monitor the effectiveness of differentiation and support in classrooms in order to ensure greater consistency in meeting the learning needs of all students.
- Ensure that the scientific method is embedded across all phases to assist students to make predictions, evaluate data, generate testable hypotheses, and draw reasoned conclusions.

Reading Across the Curriculum

- Students' achievement in reading is slowly improving in most areas of the curriculum. The focus on vocabulary development in science and mathematics has effectively supported students' understanding of text and word problems.
- Students are aware of their reading levels and what they need to do to improve. They have a limited understanding of strategies to develop their fluency and comprehension skills.
- The library program is becoming a useful resource for both teachers and students. Positive reinforcements for students' improved reading levels have built confidence and motivation.
- The school's reading policy and the addition of a reading specialist demonstrate clear commitment to the promotion of reading as a life-long skill for both students and families. School-wide events have been effective in reinforcing the importance of reading.

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

For Development:

- Ensure teachers understand and use reading assessment data and focus on providing students with a range of strategies to access to the curriculum.

UAE Social Studies

- The curriculum has been adapted to include more relevant resources, including technology. Modifications are developing to allow different groups of learners to understand the social studies content in appropriate ways.
- In the better lessons, opportunities for students to think critically and to apply learning to their personal experiences in the UAE is more evident. Learners show adequate levels of independence, collaboration and interaction.
- Most students demonstrate levels of knowledge and skills that are in line with curriculum standards. They demonstrate basic competencies in their understanding of UAE history and culture.
- Assessment information shows that students are making expected progress in lessons and in their work. They can explain their learning and make useful connections to their own experiences in the UAE.
- The school's implementation of the UAE social studies program is approaching expectations.

Innovation

- Students have an appropriate range of learning skills, but opportunities for them to think critically, and to be creative, innovative and reflective are variable. Opportunities to work in collaborative groups that generate different ideas are increasing. The use of technology for research is underdeveloped.
- Some students in all phases participate in activities that enable them to develop and demonstrate their creative, entrepreneurial and technological aptitudes.
- In the better lessons, teachers' questioning facilitates the development of ideas and promotes reflection, critical thinking and problem solving. Some lessons, particularly in lower elementary, provide effective opportunities for creativity.
- The curriculum offers opportunities for students to develop innovation skills and to innovate through problem solving activities and project work. Technology and creativity are particularly encouraged in art and music.
- The school has appointed a leader of innovation. Grades 3 to 8 have a regular scheduled period for innovation for one third of the year, for which appropriate curriculum scope and sequence have been developed. There is not a shared understanding of what innovation should look like across the school.

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

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- The majority of students demonstrate better than expected knowledge and understanding. Students who speak Arabic as a first language make better progress in Islamic education than students who speak Arabic as a second language. This is especially evident in their ability to apply their knowledge and understanding of Islam to the real world. Middle school students demonstrate better, age-related communication skills than elementary students when justifying ideas about their learning.
- The majority of students in both phases demonstrate better than expected knowledge and understanding of Fiqh and Seerah when compared with their knowledge and understanding of the Holy Qur'an and Hadeeth. Middle school students make better progress in Holy Qur'an recitation and Hadeeth than students in the elementary school.
- Students' progress in the memorization and recitation of the Holy Qur'an is improving, but is still inconsistent across grade levels.

For Development:

- Improve students' listening and speaking skills in Arabic in the lower elementary school in order to improve their understanding and their ability to explain what they have learned.

Arabic as a First Language

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

- Students in the middle school are increasingly independent learners. Students in the elementary school, particularly those in the lower grades, show strong language skills above grade level expectations.
- In lessons, daily practice and teachers' constructive feedback contribute to marked improvements in speaking and reading in all phases. Writing in both phases remains the least developed skill.
- Reading is a focus area in both phases. Lesson planning includes daily dedicated reading blocks. There has been a significant increase in the range of Arabic titles in the library for all grades. Attainment of the majority of students is above curriculum standards.

For Development:

- Use accurate assessment data to inform teaching and learning so that success criteria provide rigor and challenge for all students.
- Support writing skills across the phases through regular activities in writing for a variety of purposes.

Arabic as an Additional Language

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

- Achievement is unchanged in the elementary and middle schools. Elementary students make better progress than middle school students, particularly in speaking and reading.
- Measured against their starting points and over time, the majority of students in the elementary school make better than expected progress in their acquisition of Arabic language skills. Writing skills develop more slowly due to insufficient opportunities and limited constructive written feedback that does not identify the next steps for learning.
- The Arabic department has effectively modified the curriculum based on the new Ministry of Education (MoE) standards. This approach, which includes real-life topics and issues, successfully engages students. Reading is a whole-school priority and so opportunities to practise the skill are included in all lessons.

For Development:

- In the middle school, improve speaking and writing by providing daily activities for students to practise these skills for a variety of purposes.

English

	KG	Elementary	Middle
Attainment	Good	Acceptable	Acceptable
Progress	Good	Acceptable	Good

- English instruction across all phases provides opportunities for students to demonstrate their skills and understanding in reading, writing, listening and speaking. This is most effective in KG and the middle school. Most students' spoken English is above grade level expectations, but attainment is lower in the other key language skills.
- Opportunities for students' active participation are present in most lessons across all phases and they are positively engaged in their learning of an additional language. Their progress is supported through the recent implementation of the ALPHA curriculum supplement.
- Student work sample analysis reveals improving proficiency in the language. The use of self- and peer-assessment to support the next steps in learning is underdeveloped.

For Development:

- Focus on improving skills development in the elementary school, particularly in writing.
- Make more efficient use of the library/learning resource center to promote both directed and independent reading across all courses and for personal enjoyment.

Mathematics

	KG	Elementary	Middle
Attainment	Good	Acceptable	Acceptable
Progress	Good	Good	Acceptable

- Students make better progress from their starting points in KG and elementary than in the middle school due to greater challenge in lessons and teachers' higher expectations. Good progress in calculating and developing mathematical reasoning is promoted by an active learning style that develops independent learning, mental skills, and number sense.
- Most Grade 1 students are familiar with, and can create, simple data charts using tally marks. By Grade 5 most students can subtract mixed numbers with unlike denominators using improper fractions. Elementary and middle school students develop confidence in problem solving, data handling and geometry.
- In all phases, students develop fluency in using mathematical language and in deconstructing and solving word problems. Calculation skills are better than reasoning skills.

For Development:

- Accelerate student achievement, particularly in the middle school, by implementing strategies to accommodate different learning styles, entry points and levels of understanding.

Science

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

- Science taught through real-world contexts effectively supports students to reach grade level expectations. Good progress in all phases is built upon strong development of language skills to assist students in understanding and engaging with the science curriculum.
- KG children observe their world through hands-on science. In Grade 1, students explore aspects of light, and by Grade 5 they investigate relationships within ecosystems. Middle school students use technology to support the learning of topics such as heredity. A greater focus on reading and precise scientific vocabulary supports students' progress in all phases.
- Opportunities to discuss and explain science help to develop students' confidence and understanding. Insufficient opportunities to engage in investigative practical work delay the development of practical, inquiry and research skills.

For Development:

- Implement a regular investigative, inquiry-based, practical program in all grades that is underpinned by the scientific method.

Learning Skills

	KG	Elementary	Middle
Learning skills	Good	Good	Good ↑

- Most students are engaged, motivated and keen to learn. Students in all phases increasingly take responsibility for their learning. They are actively involved, show diligence, commitment and resilience. They participate in activities and projects that foster independence and allow them to develop and refine their learning. These activities are not always sufficiently challenging.
- Group work is a common feature in all classes and effectively fosters collaborative skills. Students are positive participants. They listen to their peers and, although they often exchange viewpoints, this is not consistent. They make connections to the world beyond their classroom and, with skillful prompts, integrate knowledge, skills and understanding from other subjects.
- Technology is regularly used in most classes to support learning. However, research is usually focused on finding answers rather than exploring topics and independently drawing conclusions.

For Development:

- Increase opportunities for students to think critically, solve problems and reflect on their learning across the curriculum.

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

	KG	Elementary	Middle
Personal development	Very good	Very good	Very good

- Students demonstrate responsible, positive attitudes. They are happy and proud to be part of the school. They are respectful to one another and to adults. Relationships are courteous and contribute well to the calm environment.
- The harmonious atmosphere in the elementary school contributes to a heightened sense of self-reliance and confidence. Throughout the campus, students are self-disciplined, supportive and friendly. In class students work collaboratively and develop their interpersonal skills and attitudes to a high level.
- Students are aware of the importance of healthy lifestyles. The majority make healthy food choices. Attendance is good, but lateness to school remains an issue.

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

- Students have a clear understanding of how Islamic values affect and influence UAE society. They can demonstrate and show their respect and appreciation towards these values.
- Students across the school are knowledgeable about Emirati culture. During Flag Day and National Day celebrations students assume leadership roles. They feel privileged to live in a safe and open society.

- Efforts to improve students' awareness of their own and other world cultures are increasingly evident throughout the school community. International Day celebrates the diverse nationalities in the school. Students show pride in their cultures by wearing national costumes and by participating in art and musical performances.

	KG	Elementary	Middle
Social responsibility and innovation skills	Good	Good	Good

- Students are aware of their roles and responsibilities in the school and as members of the wider community. They actively participate in school activities outside the classroom. There are limited opportunities for students to participate in the local community.
- Students have positive attitudes and are willing to engage in purposeful activities. They propose constructive ideas, but usually need support to carry them out. Innovation skills are developing.
- Students are responsible and care for their school. They understand the importance of recycling, and are aware of environmental and natural resource projects that the UAE has initiated.

For Development:

- Provide opportunities for students to become involved in activities that promote understanding of their culture and other cultures, and to think innovatively and actively engage in school and local community projects.

3. Teaching and assessment

	KG	Elementary	Middle
Teaching for effective learning	Good	Good	Good

- Teachers' subject knowledge is strong in all phases. They frequently plan lessons that actively engage learners, include real-life applications and have clear lesson objectives. Teaching promotes collaboration and effective communication, and develops independent learning skills.
- In all phases, positive relationships and a supportive learning environment underpin teaching for effective learning. Although most teachers have realistic expectations of what students can attain, in many lessons students can achieve more. In the most effective lessons, a quicker pace of learning, better questioning skills and varied teaching strategies are increasingly evident.
- Analyzed assessment data are available for all classes, but teachers do not consistently use this information to provide differentiation and support to meet all learners' needs.

	KG	Elementary	Middle
Assessment	Good	Acceptable	Acceptable

- Internal assessments in most subjects align with expected grade level standards. The external data allow accurate identification of curriculum gaps, as well as trends and patterns in students' attainment and progress
- Assessment data are analyzed to identify strengths and weaknesses in students' performance. However, teachers do not make enough use of this information in lesson planning to ensure that work is matched to learning needs. Not all teachers fully understand the implications of the external test information.

- Inconsistency in teachers' marking and grading of students' work results in limited useful feedback on next steps in learning. Few lessons use quality assessment rubrics, and so peer- and self-assessment are underdeveloped. The absence of self-reflection, based on the assessment rubric, limits students' ability to take responsibility for their own learning.

For Development:

- Use assessment data to provide learning opportunities that meet the learning needs of all students, through the use of targeted interventions, quality rubrics and the tracking of student performance against potential.

4. Curriculum

	KG	Elementary	Middle
Curriculum design and implementation	Good	Good	Good

- The school's Common Core curriculum is broad and balanced with a strong component for students as additional language learners. The ALPHA support curriculum provides additional breadth and resources to allow students to meet the curriculum standards.
- The curriculum standards are appropriately sequenced and consistently aligned across each phase. Group lesson planning promotes additional opportunities for cross-curricular links to enhance students' transfer of learning.
- A systematic schedule of curriculum review and development is in place. However, the analysis of information provided from measures of students' progress is not sufficiently accurate to inform and focus the school's review efforts.
- Moral education is delivered as a stand-alone lesson each week.

	KG	Elementary	Middle
Curriculum adaptation	Good	Good	Good

- School leaders and teachers are aware of the importance of meeting the needs of all groups of students. References to modifications of the curriculum and differentiated instruction appear in lesson plans, but are not consistently integrated into lessons nor always implemented effectively.
- Art, music and physical education lessons, and a good selection of extra-curricular activities, enhance students' academic and personal development. There are limited opportunities for enterprise. The school is piloting a curriculum module on life skills to meet the needs of some students.
- Teachers of Arabic, Islamic education and social studies effectively integrate elements of Emirati culture and UAE society into their lessons. Similar links are not as evident in English, mathematics or science lessons.
- Arabic is taught each week in the early years through two eighty-minute lessons.

For Development:

- Research, develop and implement additional course offerings, with student input, to provide more curricular choice in the middle school.
- Consistently implement effective modifications and differentiated instruction to meet the diverse needs of all learners.

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

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

- Effective practices and procedures, including a comprehensive child protection policy, ensure the safeguarding of all students. Policies are shared with families and staff, and training sessions are conducted for all new staff members as part of their induction.
- A safe, hygienic and secure environment for all students and staff is a key characteristic of the school. Supervision and care of students is a priority and is supported effectively by the medical support staff.
- The buildings and premises are well-maintained to provide a safe school environment. Plans have been developed and construction has started on making the premises accessible to all students, including those with limited mobility.

	KG	Elementary	Middle
Care and support	Good	Good	Good

- Caring relationships between students and staff foster positive student attitudes towards learning and good student behavior. The school is successful in promoting good attendance, but too many students arrive late for school or lessons.
- The school has effective systems for the identification and support of students of determination. The processes for identifying and supporting students who are academically gifted are underdeveloped, especially for those who are able but are underachieving.
- All teachers closely monitor the well-being and personal and social development of their students. The counselor leads a whole-school program which ensures that appropriate guidance and advice is available to all students from KG until transition to high school.

For Development:

- Provide appropriate support and sufficient challenge for all students, but especially those who are academically gifted.
- Improve the policy and management of students' punctuality to school and lessons, in order to minimize any negative effect on learning outcomes.

Inclusion of students of determination (Students of determination)

Provision and outcomes for students of determination

Good ↑

- School leaders promote an inclusive ethos through policy and practice. The school welcomes students of determination and provides a range of support to enable them to access the curriculum successfully. The inclusion action plan lacks measurable success criteria.
- There is an efficient system for the early and accurate identification of students of determination. A tiered approach is used effectively to deploy different forms of support. KG teachers are adept at recognizing learning differences and at providing differentiated instruction.
- Parents appreciate the school's flexibility in arranging provision, and the guidance given on how best to support their children at home. Parents are involved in planning their children's learning programs and are kept aware of progress through a tracking system.
- Students receive a range of personalized support and targeted interventions. The implementation of curriculum modifications and differentiated instruction is variable. Teachers are not clear about the roles learning support assistants play in assisting students of determination.
- Data indicate that most students of determination make good academic progress in line with expectations for their age and abilities. The school is secure in its knowledge of how well students are achieving, and of what needs to be done to continue improvement.

For Development:

- Clarify the role of the learning support assistants.
- Ensure that the inclusive education action plan has measurable criteria that provide ongoing evidence of success.

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

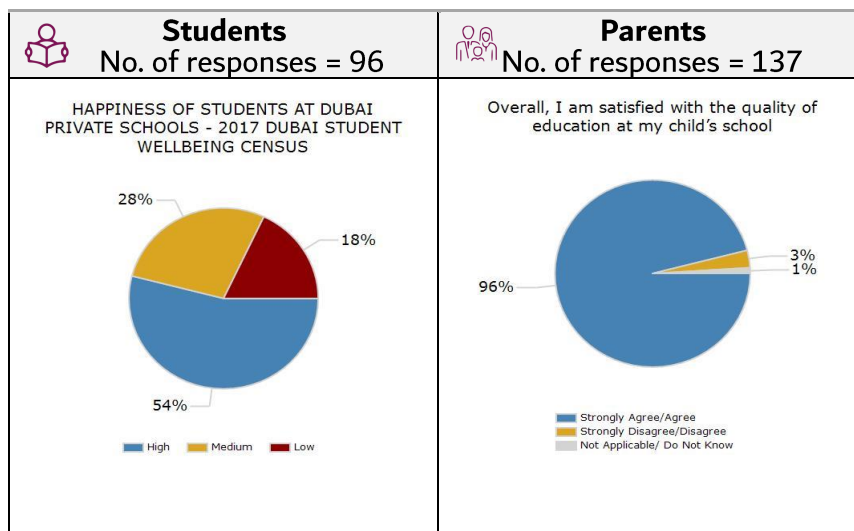
- The senior leadership team has a clear and passionate vision that is closely linked to national and Dubai priorities. Leaders promote an inclusive and caring ethos which is focused on students' well-being. The middle leadership is being developed further with additional personnel to support the implementation of a US curriculum. This has allowed the processes for driving change to be developed and implemented more successfully across the school. Morale throughout the school community is very positive.
- The development plans clearly show the future direction of the school. They are focused on meeting the recommendations of the last inspection report, as well as National Agenda priorities. There has been an improvement in performance of the school in some areas. Current plans are not sufficiently focused on the measurable targets for academic outcomes that are needed to continue this improvement.
- Parents are very supportive, but not all take the opportunity to be engaged as part of a learning partnership with the school. They are satisfied with the communications which they receive regarding the achievements of their children. Written reports are clear, reporting student achievements and grades, but they do not always identify purposeful next steps in learning. Links with the local and wider community require further development.
- The governing board has recruited new members to support them as the school continues to seek further improvement. An advisor, based in the USA, and an Emirati parent have recently joined the group. The board meets regularly to review the processes in the school. Members have an effective understanding of what is happening in the school. They hold the school leadership accountable based on the information which they receive. They ensure that staffing and resources are appropriate for a US curriculum school.
- The school's well-maintained facilities and up-to-date resources provide a positive learning environment for all groups of students. Day-to-day management is effective and qualified staff are deployed in all curriculum areas. The school provides weekly opportunities for teachers to develop their teaching and planning strategies. Access to the upper floors for those with mobility issues has been addressed. The science laboratory and resources are insufficient to implement a high-quality program based on Next Generation Science Standards (NGSS).

For Development:

- Produce action plans with measurable targets that focus on improving students' outcomes.
- Refine the processes for monitoring and for holding teachers to account, based on the data from the targets.
- Provide resources for the delivery of a practical, inquiry-based NGSS science program.

The View 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' responses to the survey are generally positive. They indicate that they are happy and feel safe at school. Students, including Emiratis, give responses that are more positive when compared to responses given by similar students across Dubai. The inspection team's findings concur with those of the students.
 Parents	Very few parents responded to the survey. Almost all indicate that their children are safe at school, and that they are satisfied with the education provided. A small minority indicate that bullying is an issue for concern. In general, the findings of the inspection team agree with parents' views.

What happens next?

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

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

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

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

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