

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

Inspection Report 2018-2019

**North American
International School**

11 YEARS OF INSPECTIONS

Acceptable

Curriculum
US



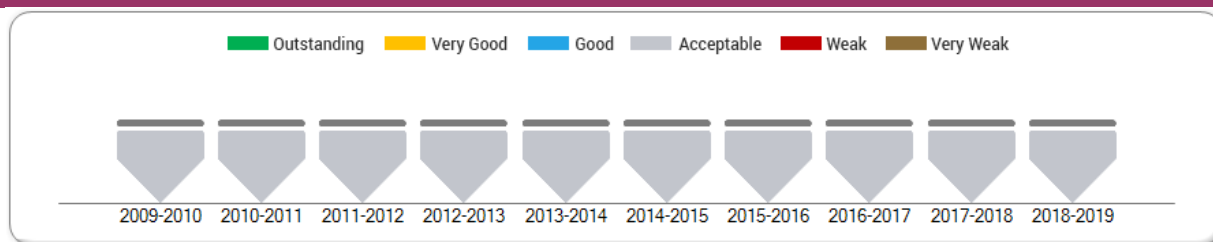
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School Information

General Information	 Location	Al Mizhar
	 Opening year of School	2007
	 Website	www.naischool.ae
	 Telephone	04-2884844
	 Principal	Mrs. Sonia Mahajan
	 Principal - Date appointed	10/28/2009
	 Language of Instruction	English
Students	 Inspection Dates:	18 to 21 March 2019
	 Gender of students	Boys and girls
	 Age range	3-18
	 Grades or year groups	KG 1-Grade 12
	 Number of students on roll	547
	 Number of Emirati students	211
	 Number of students of determination	68
Teachers	 Largest nationality group of students	Emirati
	 Number of teachers	62
	 Largest nationality group of teachers	Indian
	 Number of teaching assistants	12
	 Teacher-student ratio	1:9
	 Number of guidance counsellors	1
Curriculum	 Teacher turnover	21%
	 Educational Permit/ License	US
	 Main Curriculum	US/North Carolina
	 External Tests and Examinations	CAT4
	 Accreditation	None
	 National Agenda Benchmark Tests	MAP, CAT4

School Journey for North American International School



Summary of Inspection Findings 2018-2019

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

Students' Outcomes

- Children's achievement is consistently good in the Kindergarten (KG). Progress is now good in Arabic as a first language in the elementary school and in science in the high school. Improving outcomes are aligned to the improving quality of teaching, learning and assessment. The progress made by students in the elementary, middle and high schools has declined in English. Students' learning skills remain good across most phases, but only acceptable in middle school.
- The quality of students' personal development continues to be good. KG children demonstrate very good levels of self-reliance and positive behavior. Students enjoy learning about Islamic practices and actively participate in a range of religious and cultural celebrations. Most students have a clear understanding of their responsibilities as members of the school community and enjoy opportunities to display their leadership skills.

Provision for learners

- Teachers have strong subject knowledge in science and mathematics but less so in Islamic education, Arabic and English. In the middle school, teaching is less successful and lacks effective planning and focus. Assessment information is now used consistently and effectively by teachers in the KG, elementary school and high school to plan lessons and design activities that are clearly based on the learning needs of all groups of students.
- The curriculum has a clear rationale across the school and is aligned with the North Carolina State Standards. The school has made improvements in ensuring that the curriculum has improved levels of consistency and progression. However, modification practices lack rigor, and planning does not fully engage the gifted and more able students. The school does not offer a successful extra-curricular program of activities.
- The school's safeguarding and child protection policy is comprehensive. Procedures to deal with bullying are effective. Relationships between staff and students reflect a calm and respectful ethos. All teachers care for the well-being of their students. Systems to identify students of determination have improved significantly. However, a designated counselor is not yet in place to monitor and support students' personal development.

Leadership and management

- Leaders are competent, and the self-evaluation process is an improving feature of the school. The under-performance in Islamic education, Arabic and English has yet to be robustly addressed. Parents report that the school encourages their involvement, and a faster approach to handling their complaints is under review. The governing board has been restructured to now represent more stakeholders. The school's day-to-day operations provide a safe learning environment. Not all teachers possess appropriate teaching qualifications.

What the School does Best:

- Students' positive attitudes and relationships with teachers in a safe, caring and secure environment
- The improving outcomes in Arabic in the elementary school and in mathematics and science in the high school
- The good teaching and learning in the KG, elementary school and high school
- The coherent and effective assessment processes in those phases.

Key Recommendations:

- Ensure that school leaders, as a matter of urgency, put in place a literacy program across all phases, especially in Arabic and English, and prioritize the improvement of students' skills in listening, speaking, reading and writing.
- Raise the levels of attainment and progress in all subjects by:
 - hiring expert, trained and competent teachers in each subject area
 - using assessment data more rigorously to meet the needs of all groups of students
 - sufficiently challenging all students, including those with gifts and talents
 - adapting the curriculum to engage students more fully in a richer learning environment
 - reporting transparent, and more accurate information to parents on their children's progress.
- Review and improve all aspects of educational provision in the middle school through more focused action planning and targeted interventions in order to improve outcomes for all groups of students.
- Governors and leaders should review the value, purpose and function of the in-school activities program and give consideration to using that time more strategically to improving students' literacy, in a planned and systematic manner.
- Ensure that governors and leaders put in place a comprehensive and strategic plan to improve students' outcomes in Islamic education, Arabic and English.

Overall School Performance

Acceptable

1. Students' Achievement

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

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

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

3. Teaching and assessment

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

4. Curriculum

	KG	Elementary	Middle	High
Curriculum design and implementation	Good ↑	Good	Good	Good
Curriculum adaptation	Good	Acceptable	Acceptable	Acceptable

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

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

6. Leadership and management

The effectiveness of leadership	Acceptable
School self-evaluation and improvement planning	Acceptable
Parents and the community	Good
Governance	Good ↑
Management, staffing, facilities and resources	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 for the academic year 2018-2019.

The School's Progression in International Assessments

meets expectations

- The PISA scores are lower in 2015 compared to 2012. Results of the 2017 PBTS tests show improvements. Grade 4 TIMSS scores in science are above the 2015 target. Grade 8 scores in both subjects also improved substantially in 2015. The school's average score in the PIRLS was 534 in 2016. The school's attainment in MAP is better in Science than in English and Mathematics. In general, students perform as indicated by the measure potential.

The Impact of Leadership

is approaching expectations

- Action planning by leaders demonstrates a commitment to the UAE National Agenda. External attainment data is used as a benchmark for internal assessments. The curriculum has been aligned with the requirements of TIMSS, PIRLS and MAP tests. However, assessment information is not used consistently in the middle school to influence lesson planning.

The Impact on Learning

is approaching expectations

- The importance of developing students' critical thinking, problem-solving, enquiry and research skills is understood by teachers. In mathematics and science, students are engaged in a few activities that develop these skills. Digital devices are used regularly in learning activities in most subjects.

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

For Development:

- Across all grades, raise attainment in English and Mathematics on National Agenda parameter.
- Ensure that assessment information is used by all teachers in the middle school to more effectively meet the learning needs of all students.
- Promote students' critical thinking, problem-solving, enquiry and research skills more effectively in all subjects.

Reading Across the Curriculum

- Students' reading skills, in English and Arabic, are underdeveloped. The school recognizes that comprehension and interpretation skills are key areas of improvement for most students.
- Students are becoming more motivated to use their reading skills for learning across the curriculum. Teachers are raising awareness of specialist vocabulary relevant to the subject of study.
- The two new school libraries are available to enhance provision for students' reading. However, their active use in promoting a lifelong love of reading is still at an early stage of implementation.
- Leaders recognize the importance of a whole-school rigorous program for reading. The imminent appointment of a reading specialist will provide the necessary support for all staff.

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

For Development:

- Implement a whole-school, systematic and rigorous program for the development of students' reading skills across the curriculum.
- Promote a more robust culture of reading for enjoyment in both languages and across all phases.

UAE Social Studies

- The UAE social studies program is an established part of the school's curriculum, and objectives are presented in lessons and assemblies from the KG to Grade 12.
- Students' learning skills are enhanced through interesting and challenging lessons that actively engage them in reading, writing, speaking and listening.
- Lessons provide opportunities for the majority of students to attain levels that are above the curriculum expectations.
- The majority of students demonstrate good or better progress, as evident in their class presentations, written responses to questions and independent research on topics of interest.

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

Innovation

- Innovation is not a core feature in students' learning. Students' independent learning skills and their use technology to cultivate critical thinking and problem-solving remain underdeveloped.
- Curriculum adaptation does not sufficiently focus on students' innovation skills. The narrow range of electives and the lack of extra-curricular activities are inhibiting factors.
- The quality of teachers' skills in promoting students' critical thinking and independence is variable. Some stronger practice is evident in mathematics and science, especially in the high school.
- Students initiate a range of in-school activities each Tuesday afternoon. However, these do not sufficiently focus on social responsibility, research or enterprise.
- A culture of innovation is slowly developing, but school leaders are aware that they need to do more to ensure that it becomes more embedded in the life of the school.

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

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- The majority of elementary students make better than expected progress in developing their knowledge and skills. Most students in all phases, attain levels that are in line with curriculum standards. Non-Arab students demonstrate stronger skills and better levels of understanding than their Arab peers, who specifically present with weaker linguistic skills.
- Students' understanding of Islamic concepts begins well in the elementary school but is not consolidated or developed in the upper phases of the school. Non-Arab students are more confident communicators of their knowledge, although their inquiry-based skills are less developed.
- In the elementary school, the regular practice of Holy Qur'an recitation has a positive impact on improving students' skills. In the upper phases, students' recitation skills are less secure, as is their ability to explore links between Islam and the wider world.

For Development:

- Improve students' recitation skills and their ability to make meaningful links between their learning and the Holy Qur'an, Hadith and Seerah.

Arabic as a First Language

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

- Most students demonstrate language skills that meet the requirements of the Ministry of Education (MoE) curriculum standards, although this is less secure in the high school. Elementary students' progress is stronger as a result of engaging teaching strategies that promote their engagement in learning. Students' guided reading is secure, but their reading for pleasure is underdeveloped.
- Students' competencies in reading are stronger when they are given structured support. Their speaking and writing skills, especially in the upper grades, are weaker when the topics are not age-related. When the topics are appropriate, students are more eloquent in expressing their opinions using classical Arabic.
- Improvements in the quality of teaching and use of assessment are beginning to support students in improving their language skills. This is more successfully achieved in the elementary school.

For Development:

- Improve students' speaking and writing skills by providing them with regular opportunities for oral communication and writing effectively for specific purpose.
- Enhance students' progress by providing them with meaningful feedback and monitor the quality of their work.

Arabic as an Additional Language

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

- When compared to their relative starting points, students' achievement is in line with the curriculum standards. Speaking and reading skills are stronger in the elementary school because of students' high enthusiasm for learning. Most students are engaged and show interest in the topics, especially when the learning tasks are stimulating and match their language levels.
- In lessons, students display secure skills in reading, and their speaking skills are improving. Most elementary students form short sentences consisting of familiar words. They are also able to follow Arabic instructions despite needing occasional support in English.
- The increasing use of technology in learning activities is helping engage more students and improve their language skills. However, the application of language skills is less secure during cross-curricular tasks.

For Development:

- Improve students' speaking skills to enable them to use the language more successfully in real-life situations.

English

	KG	Elementary	Middle	High
Attainment	Good	Acceptable	Acceptable	Acceptable
Progress	Good	Acceptable ↓	Acceptable ↓	Acceptable ↓

- Verbal communication is a strength among younger children. In the KG, teachers' effective modeling of English is improving children's communication skills. In the upper phases, critical thinking and analytical skills are inconsistent among students, with a significant discrepancy between boys and girls. This results in insecure speaking and writing skills for many students.
- In the upper phases, students' performance in reading and writing is weak as reflected in external examinations. Girls' performance in reading, writing, critical thinking and creativity is significantly stronger than that of boys, especially at the high school.
- The school has made some improvements in curriculum planning and assessment. The use of data to support the progress of individuals and groups of students in language acquisition, comprehension, research and analysis remains underdeveloped.

For Development:

- Implement a whole-school, systematic and rigorous program for the development of students' comprehension, reading and writing skills.
- Provide professional development for teachers to enable them to improve the key literacy skills of all groups of students.

Mathematics

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

- Children's ability to count and their understanding of number values develop rapidly in the KG. Progress in the middle school is less rapid because of the lack of challenge in lessons and the mis-alignment of activities with curriculum expectations.
- In the KG, children know the names of simple shapes. In the elementary school, students know how to calculate using large numbers and are confident in their use of coordinates and fractions. Students' ability to solve problems develops more slowly in the middle school than in the high school.
- External testing shows lower attainment in the elementary and middle schools than in the high school, where students' successful application of mathematical operations is supporting their achievement.

For Development:

- Accelerate students' progress in the middle school by designing activities that stimulate their interest in all mathematical skills.

Science

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

- Students in the KG, elementary school and high school are making good progress in developing their scientific skills. The pacing of lessons in the middle school does not always allow sufficient time for students to complete activities, share results and evaluate their learning.
- Across all phases, many students collaborate well to complete activities, conduct research and solve problems. The level of challenge and rigor is inconsistent across the phases, and the limited use of technology for research is inhibiting learning.
- The use of data to support learning is leading to more rapid progress in the acquisition of scientific methodology. However, instructional approaches in the middle school are not always sufficiently challenging or clearly aligned with the curriculum standards, resulting in lower achievement for students in this phase.

For Development:

- Ensure the pacing of lessons, especially in the middle school, allows sufficient time for critical thinking, evaluation, and reflection.
- Improve students' scientific skills and knowledge of concepts, especially in the middle school.

Learning Skills

	KG	Elementary	Middle	High
Learning skills	Good	Good	Acceptable	Good ↑

- Across the school, the majority of students enjoy learning, are actively involved and maintain concentration in lessons. However, in the middle school, students are too often passive; lacking motivation and easily distracted. In the high school, students engage in independent, self-directed learning and take increasing responsibility for it.
- Collaboration skills are well-developed in the KG, elementary school and high school, where students ask questions, challenge different points of view and debate ideas confidently with their peers. Connections between learning and the real world are also secure in these phases.
- Students use research skills to find information, but this is not consistent across the school. Their enterprise and innovation skills are limited, and only few students demonstrate confidence in initiating new learning experiences.

For Development:

- Provide more challenging and innovative opportunities that promote students' reading comprehension, critical thinking and application of learning to real world contexts.

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

	KG	Elementary	Middle	High
Personal development	Very good	Good	Good	Good

- The majority of students have positive and responsible attitudes. They are mostly keen and engaged in their learning during lessons and can resolve difficulties when they arise. Students are mostly self-disciplined and appreciate receiving feedback from their teachers and peers.
- KG children demonstrate a very good level of self-reliance and almost always behave well. In the other phases, students' attitudes towards each other are usually positive and respectful, reflecting a willingness to help each other. Their good manners contribute significantly to the harmonious, happy atmosphere in the school.
- The quality of students' personal development continues to be good as in previous years. Students show a commitment to safe and healthy living and enjoy participating in some sports and in helping keep the school clean. Their attendance rate is good at 94%.

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

- Discussions with students across the school show their respect for Islamic values and an appreciation of the heritage, traditions and customs of the UAE. Older students show they are mindful and have regard for the distinctive features of the Emirati culture.
- Students' experiences of school life help them develop a deep understanding of many aspects of UAE culture. Most students have a stronger knowledge and understanding of their own culture than of those of other nations around the world.
- Most students enjoy learning about Islamic practices and actively participate in a range of religious and cultural celebrations. Parents also support their children in participating in events linked to the UAE, such as Flag Day and Martyr Day. Values of co-existence and empathy predominate throughout the school.

	KG	Elementary	Middle	High
Social responsibility and innovation skills	Good	Good	Good	Good

- Across all phases, students take part in a range of projects that benefit both the school and wider community. These include volunteering and fund-raising for charitable causes. Most students have a clear understanding of their responsibilities as members of the school community and enjoy having leadership roles.
- A positive work ethic prevails throughout the school. Students work hard but are not always enabled to be more creative, innovative or enterprising.
- The school promotes the sustainability of natural resources, which helps students develop a clear awareness of wider environmental issues within and beyond the school. However, only a few students show initiative to improve the environment.

For Development:

- Provide a wider range of opportunities for students, at all levels, to gain knowledge of other world cultures.
- Embed the development of skills of innovation as an integral part of the school's curriculum and activities.

3. Teaching and assessment

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

- The majority of teachers have a thorough knowledge of their subjects. It is particularly secure in the high school, and in mathematics and science, but less so in Islamic education, Arabic and English. The quality of teaching skills, including the modeling of English language skills, is variable across the school.
- The better teachers are clearly aware of their students' potential and use questioning strategies that encourage higher-order thinking. In the middle school, teachers are less successful in questioning and in considering students' strengths and abilities when planning lessons to meet their needs.
- Ongoing professional development is supporting teachers to refine their understanding of teaching practices and the importance of assessment to support student achievement. This is having a positive impact on students' progress in the KG, elementary school and high school.

	KG	Elementary	Middle	High
Assessment	Good ↑	Good ↑	Acceptable	Good ↑

- Assessment processes are linked to the school's curriculum and are applied consistently in all subjects. The application of the school's 'Principles of Assessment' has begun to ensure that the outcomes of its scheduled internal assessments now provide valid and reliable information for senior leaders and teachers.
- In all four phases, external assessment data is analyzed carefully and accurately to identify the strengths and weaknesses of most groups of students. In most phases, it is being used effectively as a benchmark for the school's own assessments of students' attainment and progress.
- Assessment information is used consistently well by teachers in the KG, elementary school and high school to design activities that are based securely on the learning needs of all groups of students. This is not yet consistent in the middle school.

For Development:

- Develop the quality of teaching and teachers' linguistic competences across the school.
- Improve the use of assessment data in the middle school to plan lessons that are based securely on the learning needs of all groups of students.

4. Curriculum

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

- The curriculum has a clear rationale across the school and is now aligned with North Carolina State Standards. The school has made improvements in ensuring that there are appropriate levels of consistency and progression in all phases of the school.
- The range of subjects and electives on offer allows some breadth of choice for older students. Content and activities, however, are not always well matched to students' age, most notably in Islamic education, Arabic and English.
- Staff development is now aligned to the curriculum standards and to the school's improvement goals. Students are mostly well prepared for the next phase of education, including the world of work and further education.
- Moral education is implemented in compliance with the UAE standards and expectations.

	KG	Elementary	Middle	High
Curriculum adaptation	Good	Acceptable	Acceptable	Acceptable

- Curriculum modifications in the KG are stimulating and consistently meet the needs of most groups of children. Modification practices are not consistent in the other phases, and planning does not fully engage or challenge students with gifts and talents.
- The school's current extra-curricular program lacks imagination, appropriate timetabling and monitoring. Some in-school activities are offered one afternoon per week. The lack of diversity in electives further limits opportunities for enterprise, innovation, creativity and social contribution.
- Links with Emirati culture and UAE society are included in the curriculum and develop students' appreciation of Islamic values and traditions.
- KG children receive two lessons of Arabic per week.

For Development:

- Review the school's extra-curricular program and provide a broader range of innovative activities to complement the formal courses available.

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

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

- The school's safeguarding and child protection policy is comprehensive and shared with all relevant personnel. Procedures to deal with bullying are rigorously applied and shared through the school's portal. Safety checks are routine, and all necessary contracts are current.
- The clean and well-maintained building is accessible to all students. Interior and exterior areas are secure with appropriate equipment and safety considerations. All mandated safety regulations and risk assessments are in place, and complete records are appropriately maintained.
- The canteens provide healthy snack and meal options for the students. The well-staffed medical facilities provide comprehensive health care and keep accurate records. Healthy lifestyle presentations are helping students have a better understanding of what constitutes keeping healthy and fit.

	KG	Elementary	Middle	High
Care and support	Good	Good	Good	Good

- Relationships between staff and students demonstrate the mutual respect that reflects the calm and friendly ethos of the school. Students understand the school's expectations of their conduct. Therefore, their behavior is almost always responsible, and their arrival to lessons is prompt.
- All teachers care for the well-being of their students. However, a designated counselor is not in place to monitor and support students' personal development in key age-appropriate aspects. Older students receive timely guidance on future careers and the next stage of their education.
- Systems to identify students of determination have improved significantly this year, as has the personalized provision to support their progress. The identification of students with gifts and talents is now being prioritized, and the school has planned interventions to meet their needs.

For Development:

- Appoint a designated school counselor to monitor and support students' welfare and well-being.

Inclusion of students of determination

Provision and outcomes for students of determination

Good

- The inclusion department is beginning to have a positive impact on provision for students of determination. The school's investment in extending the inclusion team has resulted in more rigorous systems and a more comprehensive program for teacher training.
- The school uses a range of effective assessment procedures to accurately identify students' specific needs, on entry to school or later in school life. Comprehensive individual education plans ensure that each student has personalized targets and accommodations to support learning.
- Parents are fully involved in the planning for intervention to support their children and in the regular review of their progress. They appreciate the work of specialist staff who are responsive to all raised concerns. They value the high levels of communication, both formal and informal.
- Students with more complex difficulties receive individualized support from skillful specialist staff. The school plans additional modifications to develop further the life-skills of these students. Teachers adapt lessons to meet the needs of students of determination, but the quality of adaptation remains inconsistent across the school.
- Assessment, monitoring and tracking systems provide secure information regarding the progress of students of determination. In most subjects, a majority make good progress over time towards their individual targets and steady progress in reducing their academic learning gaps.

For Development:

- Ensure that lessons are effectively modified to meet the learning needs of all students of determination.
- Promote life-long learning skills and provide relevant career pathways for students with more complex learning needs.

6. Leadership and management

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

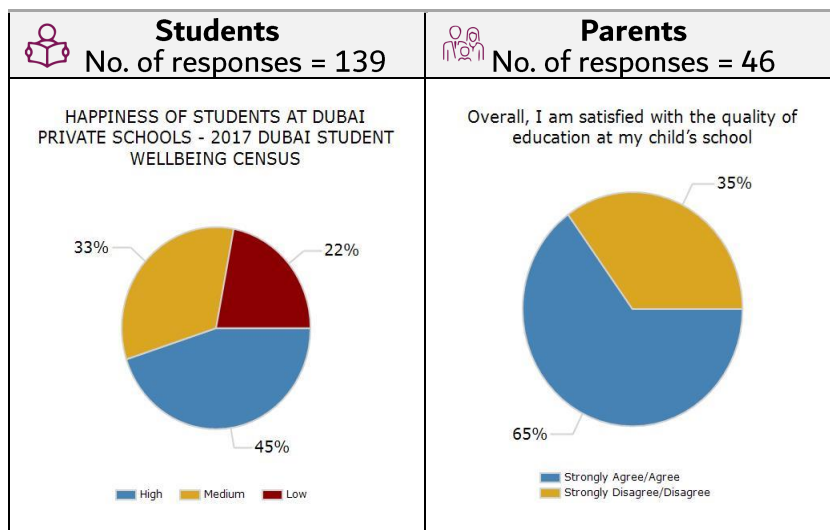
- Senior leaders discharge their duties competently, and relationships and communication are consistently professional. Leaders have had some success in improving aspects of the work of the school, including the appointment of staff qualified in the delivery of the US curriculum. Comprehensive and strategic planning to improve outcomes in Islamic education, Arabic and English is not sufficiently prioritized or developed.
- The school's self-evaluation and improvement processes are now more consistent. As a consequence, strategic planning is impacting positively on aspects of governance, teaching and assessment. The school has yet to accurately analyze aspects of underperformance in Islamic education, Arabic and English. The monitoring of teaching and learning in the middle school is unsystematic and does not identify weaknesses.
- Parents report that the school encourages their involvement and participation in school life. They are contacted immediately in the event of an unexpected absence. Parents receive regular reports regarding their children's personal and social development. However, a minority suggest that these reports need to be more accurate and transparent. A speedier approach to handling parental complaints is being developed.
- The governing board has been restructured in order to represent most stakeholders and involve parents more fully. Each board member is responsible for monitoring a performance indicator and holding middle and senior leaders to account. This process has promoted a clearer understanding of the school's priorities and ensured a greater rigor in supporting school improvement. The sharing of relevant board decisions with parents is more transparent and regular.
- The school's day-to-day operations and management provide a safe, clean and inviting learning environment. Staff are caring, enthusiastic and dedicated, but a number of them do not possess the appropriate teaching qualification. The school facility is well designed for learning and includes science laboratories, play areas and bright classrooms. The library is orderly and inviting but underutilized. The school is adequately resourced for teaching and learning activities.

For Development:

- Leaders and governors should put into place a comprehensive and strategic plan to improve student outcomes in Islamic education, Arabic and English.
- Ensure that the recruitment of teachers focuses on individuals with qualifications appropriate to their teaching assignments, especially in Arabic and English.

The Views of Parents and Senior Students

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



 Students	A majority of students who responded to the survey feel content and secure at school. Students like the ethos and feel a sense of belonging. They report positive levels of well-being, optimism and happiness. Self-esteem and examination anxiety are mentioned as causing worry and occasional stress. A high number of students would like access to more extra-curricular activities. The inspection findings highlight students' need for a personal counsellor.
 Parents	Overall, parents are satisfied with the quality of education their children receive. Student-teacher relationships are reported to be positive and supportive. Parents regard inclusion as a key element to their children's happiness at school. However, they suggest that the school could act more promptly in dealing with their complaints. The inspection findings are broadly in agreement with these 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