

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

المعرفة
Knowledge

Inspection Report 2018-2019

**Philadelphia Private
School**

11 YEARS OF INSPECTIONS

Acceptable

Curriculum

US



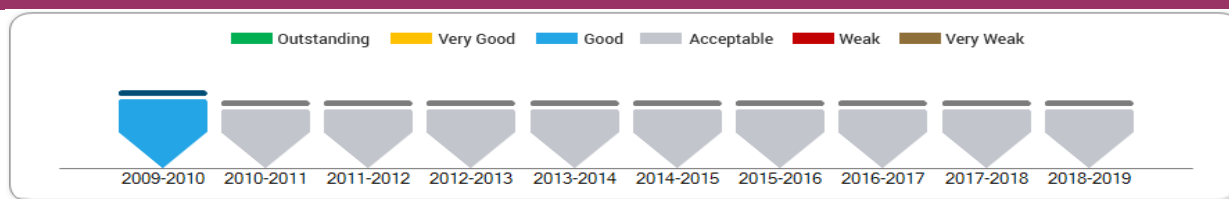
Contents

Contents.....	2
School Information.....	3
Summary of Inspection Findings 2018-2019.....	4
Overall School Performance	6
National Priorities.....	8
National Agenda Parameter.....	8
Reading Across the Curriculum.....	9
UAE Social Studies.....	9
Innovation.....	9
Main Inspection Report.....	10
The View of parents, teachers, and senior students	19

School Information

General Information	 Location	Al Muhaisnah
	 Opening year of School	2006
	 Website	www.ppsdubai.org
	 Telephone	04-2646202
	 Principal	Elizabeth Chouman Sadek
	 Principal - Date appointed	11/11/2014
	 Language of Instruction	English
	 Inspection Dates:	22 to 25 October 2018
Students	 Gender of students	Boys and girls
	 Age range	4-19
	 Grades or year groups	Kindergarten 1-Grade 12
	 Number of students on roll	1427
	 Number of Emirati students	43
	 Number of students of determination	23
	 Largest nationality group of students	Arab
Teachers	 Number of teachers	98
	 Largest nationality group of teachers	Syrian
	 Number of teaching assistants	13
	 Teacher-student ratio	1:15
	 Number of guidance counsellors	2
	 Teacher turnover	12%
Curriculum	 Educational Permit/ License	US
	 Main Curriculum	US/ California
	 External Tests and Examinations	MAP, SAT, PSAT
	 Accreditation	NEASC
	 National Agenda Benchmark Tests	MAP

School Journey for Philadelphia Private 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

- Kindergarten (KG) children demonstrate a good level of achievement across all subjects. The strengths in this phase, developed over several years, are contributing to improved learning in the elementary school, where almost all achievement is now good. In the middle and high schools, student achievement is largely acceptable, although improvements are starting to become evident in the senior classes.
- Students, generally, have good relationships with each other and their teachers. They are accepting of differences and usually have caring attitudes. Some do not show sufficient courtesy and consideration for other students when moving around the school. Others are not punctual to lessons. Students show good understanding of Islamic values and the UAE culture. Their understanding of environmental issues, innovation and approaches to entrepreneurship is not as strong.

Provision for learners

- Teaching, especially in the elementary school, has shown some improvements. In the better classes, students get opportunities to think, reason and present their understanding with confidence. School-wide assessment processes are becoming stronger and providing valuable information to teachers about students' understanding and learning styles. In the KG and elementary school, teachers show greater skill in assessing how well students are learning and in adjusting their teaching appropriately.
- The curriculum is more balanced this year because the school has identified the gaps and made the required adjustments. It now ensures that all elements are taught, leading to improved student outcomes. The US credit-based courses in the high school have been developed, and a greater subject choice is provided. Adaptation of the curriculum within classes is not sufficiently strong to meet the needs of all students. Activities to enhance the curriculum are provided occasionally, but not consistently.
- The school is a safe and protected environment, and staff fully understand established procedures. Identification of students of determination and of those with gifts or talents is not well developed, limiting opportunities in learning for those students. Older students appreciate the improved guidance and support which assist them in making appropriate university and career choices.

Leadership and management

- The school is managed well, and leaders are committed to improve its performance. Self-evaluation and school improvement planning are adequate. The school's partnership with parents is positive and secure. An advisory committee, comprising of parent and student representatives, is supporting the work of the governing body. Resources are available in classes to supplement learning, but the school lacks US experienced staff, particularly on the senior leadership team.

What the school does best:

- The consistently good outcomes and learning environment in the KG
- The good attainment in science across the school
- Students' strong understanding of Islamic values
- The positive relationships between parents and the school
- The safe and protected school environment and the promotion of healthy lifestyles

Key recommendations:

- Ensure that school improvement planning:
 - has measurable success criteria, time frames and clear responsibilities
 - is focused on key priorities which lead to improved student outcomes
 - is based on self-evaluation processes that use reliable and valid evidence, assessed against the descriptors of the UAE inspection framework.
- Improve the identification of the needs of students of determination and provide teachers with the knowledge and skills needed to modify the curriculum effectively, enabling these students to achieve as well as they can.
- Improve the consistency of effective teaching by:
 - auditing and evaluating current staff to identify their strengths and areas for development
 - prioritizing key teaching strategies that all staff will use this year as instructional approaches to build on individual student potential and meet students' needs
 - continuously monitoring and evaluating the successful use of these pedagogical practices as a part of an ongoing professional development plan.
- Ensure most students reach or exceed their grade level norms in reading by the end of this academic year, as measured by external quality reading assessments.
- Ensure that governors understand the urgent need to improve students' achievement levels, as they hold senior leaders to account for the school's performance.

Overall School Performance

Acceptable

1. Students' Achievement

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

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

	KG	Elementary	Middle	High
Personal development	Good	Very 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	Acceptable
Assessment	Good	Good ↑	Acceptable	Acceptable

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	Very good	Very good	Very good	Very good
Care and support	Good	Acceptable	Acceptable	Good ↑

6. Leadership and management

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

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

Schools Progression In International Assessments

meets expectations

- The school's progression on international assessment shows variation in quality. While progression on TIMSS and PISA is good, progression on MAP data is weak in language usage, reading, mathematics and science. The school made very good gains on TIMSS Grade 4 and Grade 8 science and Grade 4 mathematics. Comparing students' potential to their achievement levels shows that they do especially well in science. Students' overall progression towards potential in mathematics, science and English is good.

Impact of leadership

is approaching expectations

- School leaders have a National Agenda action plan that is focused on improving students' results on external tests, including external benchmarks. They have provided teachers with several workshops on how to access MAP data, set targets for students, find the weaknesses in each class and work towards closing the gaps. Gaps between school's data and US norms are closing slowly.

Impact of learning

is approaching expectations

- The school promotes students' critical thinking through open-ended questioning and challenging tasks, especially in the high school. Teachers promote students' independent research skills mainly through projects that take place outside the classroom. The school provides a few opportunities for independent research inside the classroom, but these are often hindered by teachers' control and intervention.

Overall, the schools progression to achieve the UAE National Agenda targets is approaching expectations.

For Development:

- Ensure students make better progress and achieve higher levels on MAP tests in language usage, reading, mathematics and science.
- Ensure that the National Agenda action plan has consistent impact across the phases and subjects.
- Provide more opportunities for students to improve their ownership of learning by carrying out independent research in the classroom.

Reading Across the Curriculum

- Despite some recent improvements, most students in the school are reading below grade level standards.
- The school's strategies to develop approaches to reading are not sufficiently effective. Students lack confidence when learning unfamiliar texts or in critiquing literature.
- The library is not interactive and does not motivate students to read. The range of available genres is limited, and resources are insufficient to induce the more reluctant readers to engage enthusiastically in reading.
- The school has introduced several approaches to improve reading, but the impact of these on students' interest and skills is not evident.

The schools provision, leading to raised outcomes in reading across the curriculum is emerging.

For Development:

- Teach all students key reading strategies appropriate to their ages and reading levels.
- Ensure all students learn to question and investigate sources of information when reading online.
- Improve the library resources to encourage students to develop a passion for reading.

UAE Social Studies

- The curriculum has been adapted to include the use of technology. In some lessons, the needs of students are met through appropriate support and challenge.
- The focused approach to the acquisition of learning skills in lessons is providing more opportunities for students to think critically and apply their learning.
- Most students demonstrate levels of knowledge and skills that are in line with the curriculum standards. They demonstrate basic competencies in their understanding of the UAE history and culture.
- Most students are making expected progress in lessons and in their work. They can explain their learning, making some connections to their own experiences in the UAE.

The school's implementation of the UAE Social Studies program is Meeting expectations

Innovation

- The promotion of innovation is inconsistent throughout the school. Students demonstrate innovative thinking in discussions, but they do not apply it in lessons. Only in a few classes, are research and technology used successfully.
- Students are involved in projects most often as participants, rather than as designers or initiators.
- Teaching in some mathematics lessons promotes inquiry skills, but this is less evident in the other subjects.
- Although the curriculum motivates students and helps them to develop their interpersonal and leadership skills, it does not provide for the enhancement of their innovation skills. Through extra-curricular activities, design engineering and business fairs, students are being provided with more opportunities to develop their entrepreneurial awareness.
- School leaders encourage innovation, but there is much more they can do to promote innovation skills on a daily basis.

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

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- In the elementary school, achievement is improving as students increase their knowledge and understanding of Islamic concepts. In the middle and high schools, most students attain levels that are in line with curriculum standards.
- Elementary school students show good understanding of the pillars of Iman and those of Islam. High school students are well versed in their appreciation of how Islam protects them from engaging in activities that have a negative effect on society, such as stealing and lying.
- Students can discuss the efforts of UAE in building mosques and supporting charities. They can also show their understanding of prayer, fasting and pilgrimage. Students refer to God using His different names. However, their knowledge of Sunnah and Seerah is less developed.

For Development:

- Develop students' knowledge of Sunnah and Seerah in all the phases.

Arabic as a First Language

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

- A majority of students in the elementary school attain levels that are above curriculum standards. Elsewhere in the school, students' language skills are in line with curriculum standards, and their progress is at the expected level.
- Overall, stronger outcomes are evident in classwork than in assessments. Listening and reading are the most developed of all the language skills. Students use well-developed vocabulary, but this is not evident during formal conversations or presentations. Students' writing is weaker in the middle and high schools than in the elementary school.
- The use of resources and mind-mapping in the elementary school is supporting more effective learning. Students in the high school are becoming more confident in analyzing literature.

For Development:

- Provide more opportunities for students to extend their skills in speaking and writing independently by building on their prior learning.

Arabic as an Additional Language

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

- Internal assessment data show higher levels of achievement than those seen in lessons. Students' progress is in line with curriculum expectations, except in the elementary school, where it is stronger because of the higher expectations and faster pace in lessons.
- Most students read familiar words and short phrases accurately. They are able to read longer text in the high school. Listening is the strongest skill. Speaking is limited to short sentences, except in the high school, where students engage more confidently in presentations. Reading and writing are steadily improving across all grades, although these develop more rapidly in the elementary school.
- Opportunities for children in the KG to learn the language is having a positive impact on their achievement levels as they transfer to the elementary school.

For Development:

- Provide students with more opportunities to enhance all their language skills.

English

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

- The rapid acquisition of language skills in the KG has a positive impact on students' achievement once they enter the elementary school. In the middle and high schools, the insufficient rigor and challenge limit students' attainment and progress.
- Students' speaking and reading skills are stronger than their writing skills, which are not sufficiently practiced. Students do not get enough opportunities for the process writing expected in the curriculum, where they plan, organize, compose and edit their writing.
- Most students can read to extract information. Teachers' questioning often requires the recall of facts and does not regularly provide opportunities for students to evaluate information, draw conclusions or think critically.

For Development:

- Raise teachers' expectations for all students, and ensure activities are appropriately modified to challenge the different groups more effectively, especially in the middle and high schools.

Mathematics

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

- Students in the KG and elementary school show good understanding of concepts and well-developed mathematical skills. External assessment data show some progress. Older students have practical understanding of mathematics but are less skilled in solving problems.
- The lack of consistency in the approach to teaching the subject in the middle school results in less rapid progress in students' knowledge and application skills.
- Younger students are responding positively to changes in teaching methods to include those that encourage the development of thinking and reasoning skills.

For Development:

- Provide students in the middle and high schools with more opportunities to develop their problem-solving skills.

Science

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

- In lessons, the majority of students demonstrate knowledge and understanding of scientific concepts that are above curriculum standards. However, students' results in external assessments do not support the same levels of attainment. In the middle school, most students make only the expected progress in lessons towards learning objectives.
- Students, especially in the high school, show strength in solving problems and carrying out practical work. In the middle school, their progress is hindered by teacher's inappropriate pacing of lessons and activities that are not planned to maximize student growth.
- This year, the department has introduced a new approach to science called the 'claim-evidence-reasoning' approach. This, however, has had only limited and variable impact on students' learning outcomes across the phases.

For Development:

- Ensure activities, especially in the middle school, are planned to enable students to make better progress in lessons and in external assessments.

Learning Skills

	KG	Elementary	Middle	High
Learning skills	Good	Good	Acceptable	Acceptable

- Students show eagerness to learn, especially in the KG, elementary and some high school lessons, where teaching engages them effectively. They interact and cooperate well, and apply learning, notably in the English lessons. Some middle school students do not focus well on their learning, and some get insufficient opportunities to develop their learning skills.
- Students make some connections between areas of learning and to the real world, although this is inconsistent across the subjects and phases.
- In the elementary school, critical thinking skills are evident in Arabic, and good problem-solving skills are evident in mathematics. These are less developed in the middle and high schools. Students do not always show sufficient ownership of their learning, especially in science.

For Development:

- Develop more opportunities for the application of critical thinking in all subjects and encourage students to learn independently.

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

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

- Students demonstrate responsible, positive attitudes most of the time. They are happy and proud to be part of the school and are usually respectful to adults and towards each other. The productive relationships contribute well to their positive attitudes towards the school.
- In the elementary school, students display self-reliance, poise and confidence. Most students are self-disciplined, but some are not always as considerate when moving around the school. In class, students work collaboratively and develop interpersonal skills.
- Students are aware of the importance of healthy lifestyles, and the majority make healthy food choices at school. However, a minority of surveyed students reported that they do not have breakfast and get too little sleep. Attendance is very good.

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

- Students have a clear appreciation and understanding of how Islamic values influence life and society in Dubai and the UAE.
- Students are knowledgeable and appreciative of the heritage and culture that underpin and influence the contemporary life in the UAE. They readily participate in a range of cultural activities that actively promote their understanding. All students participate in events such as National Day and Flag Day.
- Students demonstrate understanding, awareness, and appreciation of their own and other world cultures and enjoy sharing their knowledge and understanding with each other.

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

- Students understand their responsibilities towards the school, and senior students are proud of their contributions to the community and to donation programs. Members of the student council have a strong voice, and their actions benefit the school and the wider community.
- Students, especially in the elementary school, show a positive work ethic. Students in the middle and high schools are steadily developing their understanding of possible careers by making decisions in business projects, such as Business Fair, Recycling Bazaar, and Bake Sales.
- Most students are aware of the critical environmental issues in the world. They take initiatives to raise awareness and promote environmental sustainability. Displays in the KG show the children's emerging understanding of aspects of the environment.

For Development:

- Provide more opportunities for students to initiate and lead projects that contribute to the wider community.

3. Teaching and assessment

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

- Most teachers have secure subject knowledge and provide positive learning environments that promote students' learning well. This is more successful in the lower phases of the school.
- Teachers now create more detailed lesson plans. However, the lack of challenge and support for learning in the middle and high schools, especially in mathematics and science, remains a significant reason why the quality of teaching is still acceptable in these two phases.
- In the best lessons, teachers have positive relationships with students and make learning active, engaging and meaningful. In elementary mathematics and Islamic education, the impact of teaching is positive because students are fully involved in their own learning. Teaching is not paced well in the middle school, especially in science and Arabic.

	KG	Elementary	Middle	High
Assessment	Good	Good ↑	Acceptable	Acceptable

- The school has better aligned its internal assessments to the curriculum standards. This has enabled it to reduce the gap between students' internal and external assessment data.
- The school has started to analyze potential and achievement data to influence teaching and the curriculum. Teachers' use of data to plan lessons that meet the learning needs of different groups of students is stronger in the KG and elementary school, than it is in the other two phases.
- The school has provided training to raise teachers' understanding of how data analyses can enable teachers to plan lessons that meet students' learning styles and abilities. However, the impact of these practices on students' outcomes, especially their progress, is has not been measured.

For Development:

- Ensure that teachers' use of data analyses in planning lessons to meet the different needs of students is more consistent and results in a positive impact on their outcomes.

4. Curriculum

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

- The curriculum is aligned closely with the California State standards in English, mathematics and science. It follows the ministry of Education (MoE) requirements in Arabic and Islamic education.
- The curriculum contains an appropriate range of subjects across all phases. Music, performing arts and physical education enhance and enrich learning across the school. High school electives, including Advanced Placement (AP) courses, help meet students' aspirations and interests.
- The regular review of the curriculum is leading to a better implementation of activities to meet the needs of different students. However, the lack of focus on learning skills in the curriculum is limiting students' progress across the school.
- Moral education is taught in all phases. It follows the MoE curriculum. Students' application of learning to personal experiences is a strength and mirrors their personal and social development.

	KG	Elementary	Middle	High
Curriculum adaptation	Good	Acceptable	Acceptable	Acceptable

- In the KG and in Arabic, the enhancement of the curriculum and the use of resources ensure accessibility to students with a range of abilities. Elsewhere across the school, curricular modification is less effective in doing so.
- Purposeful links are made to the UAE culture and values in all curricular areas. This is particularly strong in Arabic and Islamic education. An annual Umrah trip for students and parents enhances their awareness and understanding of Islam.
- Partnerships with different educational establishments enable students to participate successfully in a range of activities such as, the Model United Nations (MUN). The annual organization of science and business fairs helps promote students' innovation and leadership skills.
- Children in the KG benefit from five lessons of Arabic per week.

For Development:

- Provide students with more opportunities to develop their entrepreneurial, leadership and innovative skills to enable them to make valuable and successful contributions to life in the 21st century.

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

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

- The school provides a comprehensive program of protection, care and support for its students. Attendance remains very good, but the heavy traffic and the challenging limitations for drop offs outside the school negatively affect the timely arrival of some students.
- With no lift to the upper floors or railings installed by ramps, access is restricted for students and staff who have mobility problems.
- The recent changes to the school's nutrition program provide healthy meal choices for all students. The school pays careful attention to caloric intake, food allergies, food preparation and food storage.

	KG	Elementary	Middle	High
Care and support	Good	Acceptable	Acceptable	Good ↑

- There is an improvement, in the professional advice and guidance offered to students with personal and social concerns through the addition of two social-emotional counselors. Careers advice and academic guidance for students in the high school is personalized. It assists them in preparing their applications to university.
- Procedures to identify potential barriers to learning experienced by students are not well established. Although leaders have started to identify students with gifts and talents in the KG and elementary school, provision and support for them and for students of determination are not sufficiently effective.
- A new behavior policy is starting to have a positive impact on students' attitudes and conduct across the school. Attendance strategies are effective in ensuring students attend regularly. Students' punctuality to lessons is improving.

For Development:

- Improve access to the building for people with restricted mobility and improve procedures for the safe arrival and departure of all students.
- Ensure the accurate and timely identification of students' learning needs, including those of students with gifts and talents.
- Train staff on the successful inclusion and provision for all groups of students.

Inclusion of students of determination (Students of determination)

Provision and outcomes for students of determination	Weak ↓
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- Leaders promote inclusion but they have not responded sufficiently to the findings from previous inspection. Leaders have not appointed an inclusion champion or a governor with responsibility for inclusion and have not developed an inclusive education action plan. Policy documentation does not promote a fully inclusive school.
- The school does not use a wide range of strategies and diagnostic tools to identify students' individual learning needs. There is an over-reliance on external assessments. Barriers to learning of students of determination are not fully aligned to KHDA categories.
- Partnerships with the parents of students of determination are positive. Parents receive reports on their children's academic progress but they are less informed about their children's developmental progress. Some parents are not made aware of the strategies the school has in place to support their children.
- In the best lessons, curriculum approaches meet the needs of the student but, too often, the support provided is not aligned with them. Learning support assistants have not received sufficient training to enable them to support individual students.
- Progress made by students of determination against academic targets is broadly acceptable. Individual education plans and learning support plans often do not provide developmental targets. Therefore, the measurement of progress against these targets is not established well within the school.

For Development:

- Urgently appoint a team to drive improvements in inclusion, ensuring compliance with the Dubai Inclusive Education Policy Framework requirements.
- Amend the admissions policy and the inclusion policy to reflect the school's inclusive ethos.
- Equip all staff with the skills needed to modify provision more effectively for students with a range of needs.

6. Leadership and management

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

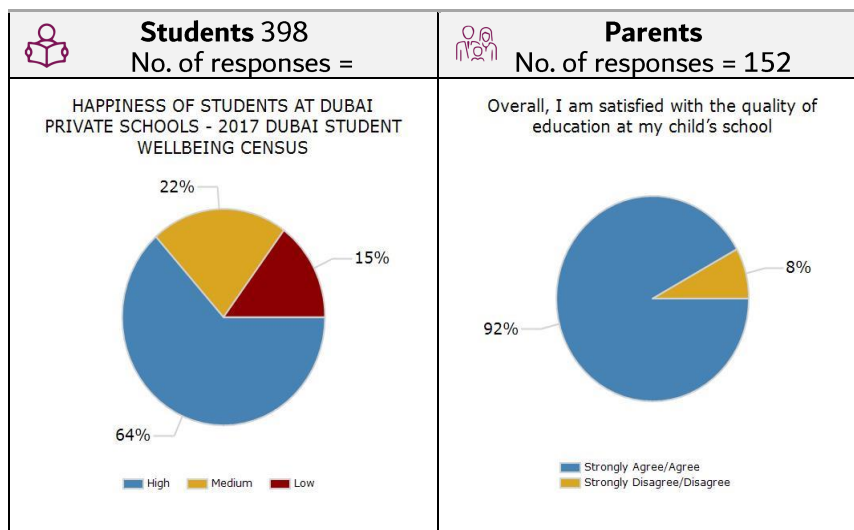
- Leaders have a vision for the school as a harmonious place of learning with a commitment to the UAE national priorities. They face challenges in establishing a truly inclusive school, in developing a common vision for a high-quality US curriculum school and in supporting students to reach the expected level on external benchmark tests. The careful analysis of data and training provided for teachers has directly led to initial improvements on MAP assessment of progress this year.
- An analysis of data from internal, external and international assessments has helped leaders to evaluate students' strengths and gaps in achievement. The link between teaching and the impact on students' progress is not well developed. School improvement planning is not refined appropriately to include clear success criteria and measurable targets. While there has been progress in addressing the recommendations from the previous report, the stated goals are too broad to measure accomplishments.
- The school's partnership with parents is successful and engages them in the life of the school. Parents value the effectiveness of the school's regular communication. Progress reports are comprehensive and personalized for each student. Parents commend the school leaders' open-door policy and their responsiveness to concerns and requests. The links with a range of local, national and international communities enrich students' learning experiences.
- An advisory committee comprising of student, parent and staff representatives supports the work of the governing board. The board is aware of the management and actions of the school, and responds to identified needs. However, the board has not effectively held the school to account for students' achievement levels. It has not ensured that the senior leadership team has an expert on American education, which is a KHDA requirement for US curriculum schools.
- The school runs smoothly on a daily basis and has sufficient teachers to teach the range of subjects provided. Not all teachers have full understanding of American education and the associated teaching pedagogy or hold qualifications in teaching. Professional development activities have been organized to enhance these skills. Some specialist facilities promote effective learning, but the library is ineffective in encouraging approaches to reading. Access to the upper floors is restricted for those who have mobility issues.

For Development:

- As a high priority, direct all initiatives and school actions towards improved student achievement and full inclusion.
- Develop self-evaluation processes that are based on analysis of evidence, and link these to school improvement plans that have measurable targets.
- Ensure governance holds the school accountable for students' academic achievement and enhances staffing to include experts on the adopted curriculum.

The View of parents and senior students

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



 Students	Most students who responded to the survey reported feeling safe at school, and more than two thirds reported a sense of well-being and happiness. Their responses about bullying in the school were slightly higher than the Dubai average. About one quarter of students reported that they did not get sufficient sleep or eat breakfast.
 Parents	Most parents who responded to the survey are satisfied with their communication with the school, but some are confused by the graduation requirements and by the EmSAT requirements for private schools. Few parents are unsure of the course choices in the high school. One quarter of the parents believe that bullying is still an issue in the 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