

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

Inspection Report 2018-2019

**Sharjah American
International Private**

11 YEARS OF INSPECTIONS

Good

Curriculum
US



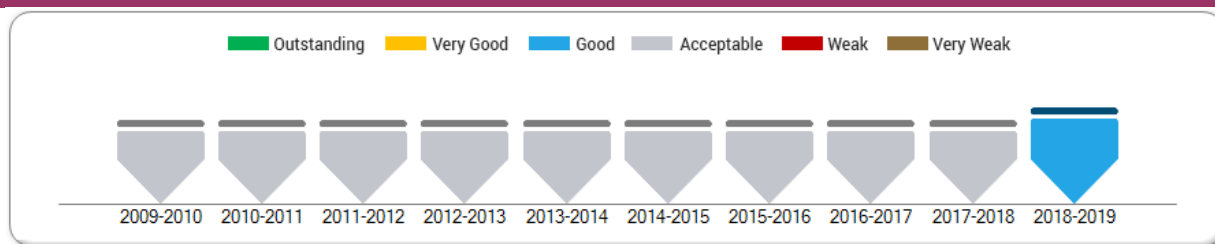
Contents

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 and senior students.....	20

School Information

General Information	Location	Al Warqaa
	Opening year of School	2005
	Website	www.saisdubai.net
	Telephone	00971-4-2801111
	Principal	Mohammad Sultan Ibrahim
	Principal - Date appointed	3/1/2017
	Language of Instruction	English
	Inspection Dates:	11 to 14 March 2019
Students	Gender of students	Boys and girls
	Age range	4 to 18
	Grades or year groups	KG 1 to Grade 12
	Number of students on roll	1776
	Number of Emirati students	715
	Number of students of determination	42
	Largest nationality group of students	Arab
Teachers	Number of teachers	135
	Largest nationality group of teachers	Lebanese
	Number of teaching assistants	32
	Teacher-student ratio	1:13.2
	Number of guidance counsellors	1
	Teacher turnover	16%
Curriculum	Educational Permit/ License	US
	Main Curriculum	US
	External Tests and Examinations	SAT 1, PSAT, TOEFL, IELTS, IBT, AP
	Accreditation	NEASC
	National Agenda Benchmark Tests	MAP

School Journey for Sharjah American International Private 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

- The progress of students is good in all subjects and phases. In the Kindergarten (KG), children acquire effective learning skills and achieve well in all subjects. Attainment in Islamic education and science is good across the school, and mostly good in Arabic as a first language. Although attainment in Arabic as an additional language, English and mathematics is mostly acceptable, it is improving. Students' learning skills are good throughout the school.
- Children in the KG are very well behaved and have positive attitudes towards their learning. In most phases, students have a good understanding of Islamic values and the heritage and culture of the UAE. Most are self-disciplined, keen to learn and willing to take on responsibilities, making a significant contribution to the school's harmonious atmosphere. Students participate in a variety of schemes to promote environmental sustainability and conservation.

Provision for learners

- Consistently good teaching enables most groups of students to make good progress in all subjects. Teachers make effective use of questioning to probe students' thinking and to assess their understanding. Although lessons are planned thoroughly with clear objectives, the work given to higher achieving students is not always sufficiently challenging. The outcomes of rigorous assessment procedures are increasingly being used to influence teaching and learning.
- The curriculum in the KG enables children to make good progress in the development of basic skills, especially in the acquisition of spoken English. The common core curriculum provides students with a suitable range of learning experiences. Islamic education and Arabic are compliant with all UAE Ministry of Education (MoE) regulations. The curriculum in the middle phase has been enhanced by the introduction of a range of electives.
- The school provides a safe learning environment. The buildings are well maintained. There are regular health and safety checks on all parts of the campus. Resources for the care and support of students have been considerably enhanced by the addition of well-being and guidance counsellors. Although support for students of determination is good, support for students with gifts and talents is inconsistent.

Leadership and management

- The principal and senior leaders are successfully developing a culture within which all strive to do their best. The monitoring and evaluation procedures provide a generally accurate picture of the school's performance. Parents are successfully engaged as partners in their children's learning. However, the governing board lacks high-level external representatives who have knowledge of American graduation requirements. The school is well staffed with suitably qualified teachers.

What the School does Best:

- The inspirational principal and strong senior leaders, who ensure that both adults and students share a growing enthusiasm for learning
- The inclusive atmosphere of the school, within which students are well cared for and supported, and the very good partnerships with parents
- High-quality analyses of assessment data which provide accurate information on students' progress, and guide self-evaluation
- High school students' very good personal development and innovative student representation
- The sound introduction to education provided for children in the KG, and children's very good attitudes and sense of social responsibility

Key Recommendations:

- Ensure that, in all subjects and phases, attainment is at least good.
- Ensure that the governing board includes members who have the professional expertise and knowledge of American High School graduation requirements to provide leaders with the appropriate levels of challenge and support.
- Increase the proportion of very good and outstanding teaching by ensuring that, in all lessons, full use is made of students' capacity for independent learning, and that learning activities provide an appropriate level of challenge for higher ability students.

Overall School Performance

Good ↑

1. Students' Achievement

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

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

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

3. Teaching and assessment

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

4. Curriculum

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

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

	KG	Elementary	Middle	High
Health and safety, including arrangements for child protection/ safeguarding	Good	Good	Good	Good
Care and support	Good	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	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 (N.A.P.), 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 N.A.P. targets :

Registration requirements

The school meets the registration requirements for the N.A.P.

School's Progression in International Assessments

meets expectations.

- Students' scores in the Measures of Academic Progress (MAP) tests in science improved significantly between 2017 and 2018. Outcomes in English and mathematics also improved, although not to the same extent as those in science. The school is focused on ensuring that there is a close alignment between internal and external assessments. The outcomes of the Trends in International Mathematics and Science Study (TIMSS) and Program in International Student Assessment (PISA) tests are used to modify the curriculum to meet the learning needs of students. Teachers are making increasing use of measures of cognitive potential (CAT4 tests) to guide lesson planning.

Impact of Leadership

is above expectations.

- The principal and senior leadership team are fully supportive of the vision and goals of the National Agenda (NA). The NA action plan outlines clearly what needs to be done in order to improve students' performance, together with the criteria by which the outcomes will be judged.

Impact of Learning

meets expectations.

- The development of students' enquiry and higher-order thinking skills has improved rapidly in the past year. There is also improvement in the development of their critical thinking skills. However, students' use of technology to support their learning is less well developed.

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

For development:

- Ensure that, in lesson planning, teachers make full use of the information obtained from the CAT4 tests to match work in class to their ability levels.

Reading Across the Curriculum

- Teachers' effective use of assessments of students' reading levels personalize their lessons. Library resource acquisition is having a positive effect on students' interest and engagement in reading,
- Students' confidence in reading is improving. In all subjects, they apply a range of strategies when faced with unfamiliar words or subject-specific vocabulary.
- A well-planned library program, together with a new on-line library platform, helps to ensure that students read at appropriate levels for purpose and pleasure.
- The development of reading is supported by a well-constructed action plan, which is part of a systematic cross-curricular balanced literacy program.

The school's implementation of reading across the curriculum is developing.

For development:

- Ensure that the classroom and central school libraries offer students coherent and rich reading experiences in all subjects, but particularly in Islamic education and Arabic.

UAE Social Studies

- Curriculum initiatives include the development of global citizenship, with an emphasis on the UAE context. These recognize the diversity of heritage and culture within the school and in Dubai.
- Discussion, debate and research feature in lessons which enhance students' engagement in their learning. They are keen to share their enjoyment of the subject.
- Students develop a secure knowledge and understanding of the implications of economic factors on everyday life in the UAE and beyond.
- Progress is improving as younger students develop an increasing awareness of their community and older students explore the challenges faced in the modern world.

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

Innovation

- Students, throughout the school, are capable of independent and collaborative learning. They offer innovative ideas on school organizational matters, such as the scheduling of school examinations.
- The innovative student government, which replicates the government of the UAE, plays a significant role in supporting students in the development of creative projects.
- In the majority of lessons, teachers promote the development of independent learning and critical thinking skills. This is not, however, a consistent feature of all lessons.
- The curriculum is designed to give students opportunities to explore innovation through a range of interesting electives and extra-curricular activities, as well as through student-initiated innovation projects.
- Senior leaders have a thorough understanding of innovation and its value, and create the necessary conditions for it to flourish for the benefit of students.

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

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- Although the majority of students in all phases demonstrate good attainment and progress, there is variation. Students in the lower elementary and girls in the high school phases make better progress.
- Girls in the upper grades show a strong understanding of the marvels and wonders of the Holy Qur'an. Students in the lower elementary grades are developing a firm understanding of the events of Seerah. Recitation skills are underdeveloped across the school.
- Through extra-curricular activities, links are being made between the Holy Qur'an and science. This is promoting the development of students' independent research skills. A recitation program is also helping students to develop these skills and to deepen their understanding of Islamic rules.

For development:

- Provide more opportunities for students to develop and apply their learning and recitation skills.

Arabic as a First Language

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

- Students in the lower elementary and high school phases show the most developed language skills. Lesson observations and assessment data show that girls outperform boys in the middle school.
- High school students are developing strong speaking and writing skills. They engage with confidence in discussions and make significant contributions to lessons. In the middle and upper elementary phases, independent and extended reading skills are underdeveloped.
- Action is being taken to improve students' speaking and writing skills, particularly in the high school, by encouraging students to take greater responsibility for their own learning and think for themselves. The impact of these initiatives is not consistently evident, particularly in the middle phase.

For development:

- Ensure that the reading project is an integral part of lesson planning and includes reference to the use of the school library and an appropriate collection of Arabic books.

Arabic as an Additional Language

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

- The development of middle and high school students' language skills is inconsistent. In comparison, elementary students are more competent in their understanding and use of Arabic. Both assessment information and students' work indicate that girls outperform boys in the middle and high school phases.
- Elementary students show increasing confidence in both speaking and listening, particularly when the topics are of interest to them. In the middle and high school years, students do not always have enough opportunities to practice speaking and writing.
- The Arabic department has adopted the new MoE curriculum standards for non-Arab students. The curriculum is proving to be more successful in engaging students in relevant, real-life topics. However, the impact of this approach is variable in the middle and high school phases.

For development

- Provide daily opportunities for students in the middle and high school phases to practice and develop their speaking and writing skills.

English

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

- Almost all children in the KG start by learning English as an additional language. They make good progress, and their listening and speaking skills develop well. Students' progress in Grades 1 to 12 has improved. Both internal and external assessments show an improving trend in attainment.
- Writing is a focus across all grades, from experimenting with creative spelling and punctuation in KG, to sophisticated responses to literature and creative writing experiences in the high school. Many publications celebrate students' creative efforts.
- Student-led lessons in the high school enable them to practice their spoken English and to develop their logical reasoning skills. As a consequence, many are articulate speakers, able to express thoughtful opinions. These opportunities are less evident in the elementary and middle phases.

For development:

- Ensure consistency in the development of students' language skills across all grades.

Mathematics

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

- The attainment of high school students has improved as a result of an emphasis on skills development and problem-solving. Both internal and external assessment information show that attainment in mathematical concepts and understanding are improving in the middle and elementary phases.
- Most children in the KG count accurately, with an increasing sense of the value of numbers and can identify two-dimensional shapes. Most students have secure, age-related number and geometry skills. High school students, especially in the upper grades, have a well-developed understanding of algebra, trigonometry and polynomial functions.
- Students' progress has improved because more use is being made of assessment information to plan tasks that match students' needs. However, work in lessons is not always sufficiently challenging for students capable of reaching the highest levels.

For development:

- Improve students' numeracy, reasoning and problem-solving skills, and ensure that the higher ability students are provided with an appropriate level of challenge.

Science

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

- Improved attainment and progress in the elementary, middle and high school phases are a direct result of improved teaching and the development of scientific skills. Teachers are making better use of assessment information to plan lessons that match students' abilities and needs.
- The modified science curriculum has addressed previous weaknesses and has been well received by students. They are becoming increasingly competent at making and testing hypotheses, analyzing results and drawing relevant conclusions. Higher-level thinking and research skills are being developed consistently in all phases.
- Students' enthusiastic response to recent initiatives, such as the introduction of science, technology, engineering and mathematics (STEM), and opportunities for extended project and investigative work, are helping them to appreciate the relevance of science to everyday life.

For development:

- Improve the range of learning resources available to support science teaching in classrooms and other non-laboratory spaces, particularly in the elementary and middle phases.

Learning Skills

	KG	Elementary	Middle	High
Learning skills	Good	Good ↑	Good ↑	Good ↑

- Most children in the KG are curious, keen to learn, concentrate well and persevere in tasks. They have more limited opportunities to choose their own activities in order to develop independence. While most learning skills are used effectively across subjects, students' appropriate use of technology is inconsistent.
- When given the opportunity, students demonstrate their independent learning and critical thinking skills. Throughout the school, they interact and collaborate well with their peers and teachers. They increasingly demonstrate the ability to relate their learning to the world beyond the classroom.
- Learning skills have improved because there is a greater emphasis on student-centered approaches to teaching. As a result, students are taking more responsibility for their learning. An increase in elective courses is also having a positive impact on students' overall engagement.

For development:

- Extend opportunities for students to take responsibility for their own learning.

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

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

- Students demonstrate very good attitudes to school and to learning, particularly in the middle and high school phases. They have a strong sense of personal responsibility and show independence of mind. Most students are respectful to one another and to adults.
- The considerate behavior of the vast majority of students contributes much to the school's positive learning atmosphere. In the upper grades, this supports students' growing sense of self-reliance and confidence, and prepares them well for life after school.
- Students are aware of the importance of healthy lifestyles. The large majority make healthy food choices and follow the school's advice regarding physical activities. Although most students attend school regularly, a significant number are late at the start of the day.

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

- Students' knowledge of Islamic values, although secure in most grades, is best developed in the upper grades. Most students appreciate the impact of these values on everyday life in the UAE, and demonstrate their relevance through their daily lives in school.
- Most students demonstrate a good knowledge of the heritage and traditions of the UAE. They participate in a range of cultural activities and charity events. Students across all grades appreciate the importance of tolerance, co-existence and community harmony.
- The multi-cultural nature of Dubai is reflected in the diverse backgrounds of students in the school. Most have a very good understanding of their own heritage and traditions, but their understanding of the similarities and differences in other cultures is more variable.

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

- An innovative student government, which replicates the UAE government with a cabinet and ministers, gives students a strong and responsible voice in their school. Students participate in many volunteering and community service activities, particularly in the high school.
- Students regularly compete in inter-school events which demonstrate their creativity, innovation and entrepreneurship. The school radio station is a good example of how students' achievements and pride in their school community are celebrated.
- Students' awareness of local and global environmental issues is demonstrated through many subjects. A student-led recycling project is having a positive impact on their attitudes towards environmental issues.

For development:

- Improve students' punctuality at the start of the school day.
- Develop students' understanding and awareness of the similarities and differences between their own cultures and wider global cultures.

3. Teaching and assessment

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

- Consistently effective teaching across the school enables most groups of students to make better than expected progress in all subjects. Teachers have a secure command of their subjects, ensuring accurate learning. They make effective use of questioning to probe students' thinking and to assess their understanding.
- Lessons are planned thoroughly with clear objectives that are closely related to curriculum standards. Teachers increasingly use assessment information to match work in lessons to students' ability levels. However, the work given to higher achieving students is not always of a sufficient level of difficulty.
- The quality of teaching has improved because high quality professional training and coaching are enhancing teachers' skills. The systematic monitoring of teaching is leading to teachers being set individual targets for improvement.

	KG	Elementary	Middle	High
Assessment	Good	Good	Good	Good

- Assessment procedures, in terms of the collection and analysis of assessment results, are of high quality. They are rigorous and comprehensive. The information is increasingly being used to influence teaching and learning leading to improved performance in external tests.
- The school has clear and well-established internal assessment procedures for all subjects and phases. Internal assessments are becoming consistently aligned with external assessments and the common core standards.
- Students value the feedback which they receive from teachers. However, students' awareness of what they are expected to achieve in each topic and what they need to do to improve is inconsistent. This lack of awareness does not help them to take responsibility for their learning.

For development:

- Improve the quality of information given to students on what they should be learning in a unit of work, and what they need to do to improve in the written feedback.
- Embed the use of assessment information in lesson planning to ensure that all groups of students are provided with appropriately challenging work.

4. Curriculum

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

- The common core curriculum provides students with a suitable range of learning experiences. Islamic education and Arabic are compliant with all MoE regulations. Curriculum provision for Arabic as an additional language has been enhanced by the introduction of the new MoE syllabus.
- The curriculum provides children with a good start in the KG, although opportunities for them to explore independently, to investigate and to make discoveries are limited. The curriculum in the middle phase has been significantly enhanced by the introduction of a range of elective courses.
- The school conducts ongoing reviews and adjustments to the curriculum, utilizing curriculum-mapping software for all subjects. Curriculum modifications are a result of the in-depth analysis of both internal and external student achievement data. All teachers and leaders are involved in the review process.
- Moral education is taught in all grades and follows the MoE curriculum, using a good range of appropriate resources.

	KG	Elementary	Middle	High
Curriculum adaptation	Good	Good ↑	Good ↑	Good

- The curriculum in the KG is effectively adapted to meet the needs of most children. It enables them to make good progress in the development of basic skills. In other phases, curriculum adaptations, such as the STEM cross-curricular approach, are increasingly engaging students' interest.
- The science fair provides opportunities for students to display a range of innovative projects. A variety of interesting electives has been introduced in the middle school, and a wide range of extra-curricular activities caters for students' needs and interests.
- Imaginative activities are integrated through most areas of the curriculum and are designed to extend students' appreciation of the UAE culture, traditions and heritage. Additional modifications to the curriculum, such as phonics intervention, literacy and numeracy programs, are having a positive effect on students' performance.
- Arabic is taught in KG1 and KG2 for 150 minutes per week.

For development:

- Ensure that curriculum adaptations enable higher achieving students to realize their full potential, both academically and personally.

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 provides a safe and orderly learning environment. Child protection and safeguarding policies are shared with all relevant groups, and all staff receive regular training. The school takes a firm anti-bullying stance and the consequences for infractions are made clear.
- The well-maintained building is accessible for all students. The medical facilities are appropriately staffed and provide students with good health care. Medical personnel provide effective contributions on healthy living. The heated pool and play areas are well-supervised recreational spaces.
- Campus security is good. There are security guards on duty at all times, but not all parents voluntarily display their identification badges when entering the building. Regular reviews of the campus ensure a hygienic environment for students and staff.

	KG	Elementary	Middle	High
Care and support	Good	Good	Good	Good

- Resources for the provision of care and support for students have been considerably enhanced by the addition of well-being and guidance counsellors. As a result, the counselling services can now meet the range of students' personal and emotional needs more effectively.
- Systems to promote attendance work well. Efforts are being made to improve punctuality. Staff maintain good discipline. Relationships in most areas of the school are very positive. Senior students receive high-quality career counselling and advice on university and career options.
- The school has appropriate procedures for identifying students of determination. Individual education plans (IEPs) are reviewed and, where necessary, adjustments are made to ensure that interventions meet students' needs. The identification and support for students with gifts and talents are underdeveloped.

For development:

- Improve procedures for the identification of students with gifts and talents and ensure that they are provided with appropriate support in lessons.

Inclusion of students of determination

Provision and outcomes for students of determination

Good ↑

- Senior leaders ensure that a clear vision of inclusion permeates all school policies and practices. Together with an experienced special educational needs coordinator, the team has developed a well-considered strategic plan to improve provision and outcomes for students of determination.
- The use of wide-ranging early assessment procedures guarantees that the identification of the specific needs of students is accurate and well-informed. As a result, all IEPs, learning support action plans and behavior intervention plans, are carefully targeted to lower the barriers to learning.
- The school values the contributions of parents and places them at the center of its provision for students of determination. Parents are appreciative of the exceptional communication and guidance which they receive, and which support their children's academic and personal development.
- The inclusion team works with classroom teachers to plan appropriate modifications for students of determination, thus leading to enhanced learning both in classroom and small withdrawal group settings. Students are developing greater independence, resilience and confidence in their abilities, contributing to their all-round development.
- Progress toward the learning targets in students' IEPs is monitored closely and, where necessary, adjustments are made to ensure that good progress is maintained. Increasing teacher knowledge of good instructional practices and approaches across all grade levels is having a positive effect on students' outcomes.

For development:

- Ensure that the most effective instructional and classroom approaches are widely shared so that barriers to learning for students of determination are reduced.

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	Good

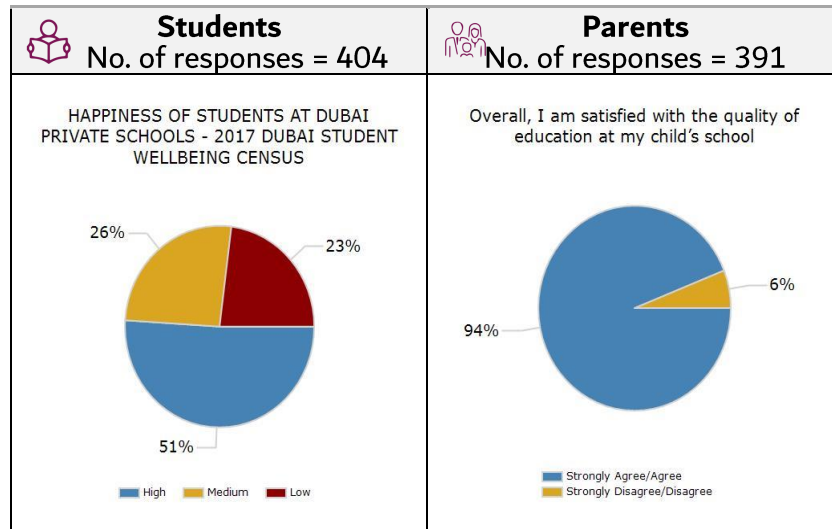
- The principal, with strong support from senior leaders, is successfully developing a learning culture within which all strive to do their best. Mutually supportive relationships and effective teamwork underpin the school's improvement. Middle leaders are increasingly successful in taking forward improvement. Parents, students and staff recognize the pivotal role of the principal in developing an atmosphere within which academic success and personal development are valued equally.
- The school's monitoring and evaluation procedures are efficient and thorough. They provide leaders with a generally accurate picture of the school's performance. This information, supported by analyses of assessment data, ensures that planning is focused on appropriate development priorities. However, although plans identify relevant priorities, they do not always specify measurable targets or individuals with responsibility for ensuring that the priorities are achieved.
- Parents are successfully engaged as partners in their children's learning. They are very positive about their involvement with the school. They feel that the school promotes a very strong regard for family life and creates a supportive sense of community. They appreciate the high visibility of senior staff and are satisfied that they can approach the school if they have any concerns or suggestions.
- The governing board includes a wide representation, and so the views of all stakeholders are taken into account in many aspects of school decision making. Through reports from senior leaders, governors have a good understanding of the school's performance. However, the board lacks the high level of external professional expertise, with knowledge of American graduation requirements, that is necessary to hold senior leaders fully to account for the school's performance
- The school runs smoothly on a day-to-day basis, and is well staffed with suitably qualified teachers. An emphasis on professional training and leadership development is helping to ensure a continuous learning culture in the school. Most learning spaces provide high-quality learning environments. The school is focused on improving its use of digital learning technologies to support learning in all subjects.

For development:

- Ensure that all school action plans specify measurable targets in terms of impact on students' academic and personal development, with identified individuals responsible for seeing plans through to successful conclusion.

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	A majority of students are happy in the school and see it as a safe place. They feel that they are doing well in their school work. A minority of students feel that aspects of the school climate could be improved. They feel connected with adults at the school. In general, inspection findings support the students' comments.
 Parents	Almost all parents are satisfied with the quality of education and agree that their children are kept safe at school. Almost all parents surveyed feel that school leaders always listen to their views, and that parents have a voice. Inspection findings support the parents' comments.

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