



Al Mawakeb School -
Al Garhoud

 Curriculum: US

Overall Rating:



"We are keen to prepare the new generation that is ready to be creative and innovative to help us achieve our ambitions for even greater prosperity"

Sheikh Mohammed Bin Rashid Al-Maktoum



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School information



General information		Students	
Location	Al Garhoud	Gender of students	Boys and girls
Type of school	Private	Age range	4-18
Opening year of school	1979	Grades or year groups	KG 1-Grade 12
Website	www.almawakeb.sch.ae	Number of students on roll	2560
Telephone	0097142851415	Number of children in pre-kindergarten	0
Address	Al Garhoud - Dubai UAE. P.O.Box 10799	Number of Emirati students	356
Principal	Mr. Omar Hatoum	Number of students with SEND	46
Language of instruction	English, Arabic	Largest nationality group of students	Arab
Inspection dates	6 to 9 March 2017		
Teachers / Support staff		Curriculum	
Number of teachers	153	Educational permit / License	US
Largest nationality group of teachers	Lebanese	Main curriculum	US
Number of teaching assistants	6	External tests and examinations	MAP, PSAT, SAT
Teacher-student ratio	1:17	Accreditation	NEASC (candidate)
Number of guidance counsellors	1	National Agenda benchmark tests	MAP
Teacher turnover	19%		



The DSIB inspection process



In order to judge the overall quality of education provided by schools, inspectors consider the six standards of performance that form the basis of the UAE School Inspection Framework (the framework). They look at children’s attainment and progress in key subjects, their learning skills and their personal and social development. They judge how effective teaching and the assessment of learning are across the school. Inspectors consider how well the school’s curriculum, including activities inside and outside classrooms, meet the educational needs of all students. They judge how well schools protect and support children. In addition, inspectors judge the effectiveness of leadership, which incorporates governance, management, staffing and facilities.

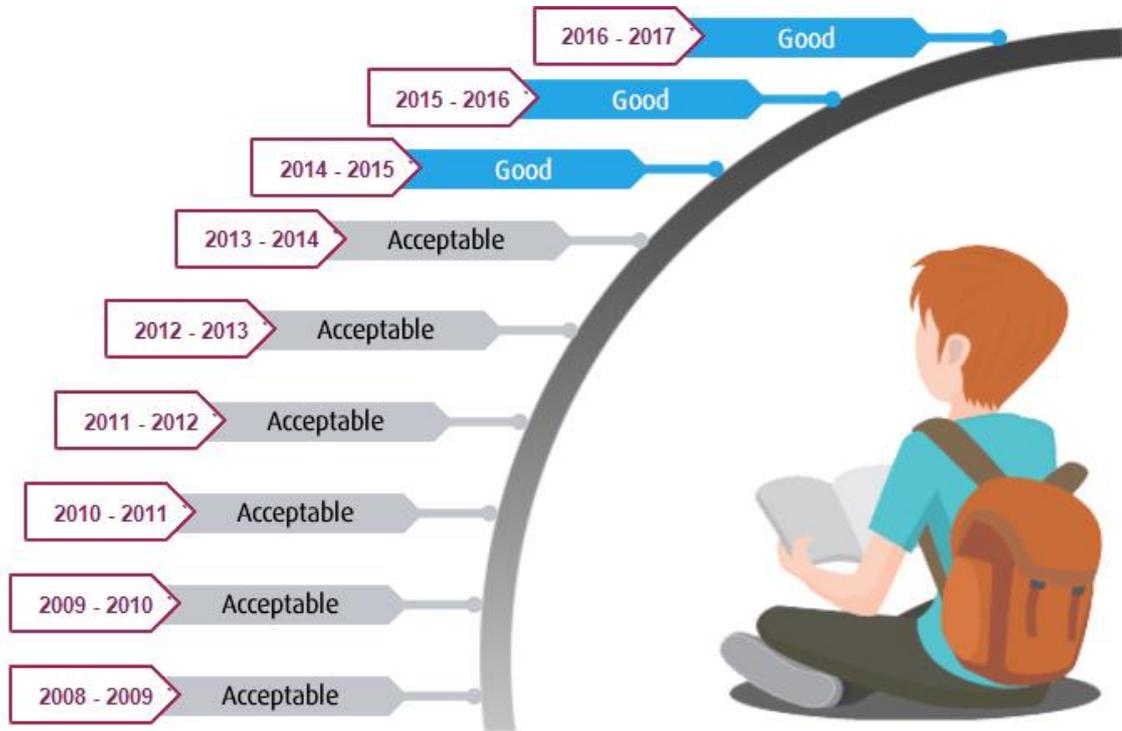
Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students’ learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

Judgements are made on a six-point scale

DSIB inspection teams make judgements about different aspects, phases and subjects that form the work of the school, using the scale below, which is consistent with the framework.

Outstanding	Quality of performance substantially exceeds the expectation of the UAE
Very good	Quality of performance exceeds the expectation of the UAE
Good	Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)
Acceptable	Quality of performance meets the minimum level of quality required in the UAE (This is the minimum level for every school in the UAE)
Weak	Quality of performance is below the expectation of the UAE
Very weak	Quality of performance is significantly below the expectation of the UAE

Inspection journey for Al Mawakeb School - Al Garhoud



- The school opened in 1979 and is in Al Garhoud. The roll has increased from 2,497 students in the academic year 2014-15 to 2,560 currently. The school follows a US curriculum based on Common Core State Standards aligned to California State for English and mathematics, and the Next Generation Science Standards. Islamic education and Arabic follow the Ministry of Education (MoE) guidelines. The principal has been in post since 2009.
- The school has been inspected since 2008. For six years, the overall inspection judgement was acceptable. In the previous two years, the overall judgement was good. Recurring strengths of the school include: the good attainment and progress in certain subjects, the strong community ethos which helps to promote students' personal development, and the teamwork among staff which is driven by the commitment of governors and senior leaders to improve the school.
- The need to improve an aspect of the curriculum has been a recommendation in each of the last three inspection reports but each time with a different emphasis. The first time it was continuity and progression from the Kindergarten (KG) into Grade 1, then modification to meet the learning needs of the different groups of students, and, finally, the need for a greater range of course electives for high school students.

Summary of inspection findings 2016-2017



Al Mawakeb School - Al Garhoud was inspected by DSIB from 6 to 9 March 2017. The overall quality of education provided by the school is **good**. The section below summarizes the inspection findings for each of the six performance indicators described in the framework.

- KG children and students in the other phases make good progress and have good attainment in almost all subjects. There are only a few exceptions where attainment or progress are acceptable, and a few judgements in mathematics are very good. Learning skills are well developed in all the phases.
- Students have very positive personal and social attributes. They behave well and respect others. They show very good understanding of Islamic values and Emirati and other cultures, and have notable social responsibility skills including a desire to help others and protect the environment.
- Teachers have good subject knowledge and give clear explanations in lessons. They assess students' attainment and progress effectively. Some teaching is of very good or better quality. Overall, teaching and assessment are good.
- The curriculum is designed well. Senior leaders are working to bring it fully in line with US curriculum requirements, and they have plans to increase the range of elective courses at the high school phase from the start of next semester. The curriculum is adapted effectively to meet the needs of different groups of students.
- The school's arrangements for health and safety, including child protection and safeguarding, are appropriate and are implemented effectively. Staff care for students well and provide them with good levels of support on the academic and personal development levels.
- The principal leads the school well. Teamwork and professional development are positive features, and partnerships with parents are generally sound. Some aspects of self-evaluation and improvement planning are very strong. Governors and senior leaders are committed to implementing the UAE National Agenda and becoming a fully-compliant US curriculum school. Management, staffing, facilities and resources are of good quality.

What the school does best

- Teaching and assessment processes are good across the school, resulting in students' good progress in most of the subjects and in their effective learning skills in all of the phases.
- Within the school's powerful sense of community and family ethos, students acquire very positive personal and social skills and show a strong understanding and appreciation of Islamic values, Emirati heritage and a range of world cultures.
- Staff effectively implement the school's procedures for ensuring that all students are safe, healthy and protected.
- The wide distribution of leadership responsibilities leads to effective teamwork and professional environment across the school.

Recommendations

- Raise students' attainment in Islamic education in the middle school and improve their attainment and progress in Arabic as an additional language in the elementary school by raising teachers' expectations of what students can achieve, and by improving the pace and challenge of lessons in these subjects.
- Raise students' attainment in all subjects and provide students with:
 - more opportunities to learn independently and through research;
 - more constructive written feedback to help them improve their work and be more prepared for external tests.
- Improve the curriculum and align it to the requirements of US curriculum schools by implementing the existing plans to increase the range of electives in the high school.
- Build on the good practice in self-evaluation and improvement planning by taking external benchmarks into account when evaluating students' attainment and progress, and by involving parents more in the process.

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021, with education being a prime focus. The National Agenda includes two major objectives developed with the intention of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries in the 'Programme for International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.

In response to this, each participating school was issued a report on their students' performance in these international assessments and, in addition, they were provided with clear targets for improving their performance. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving their individual National Agenda targets through the use of external benchmarking assessments.

The following section focuses on the impact of the National Agenda Parameter in meeting their targets:

- Attainment based on the National Agenda Parameter benchmarks is not secure in English, mathematics and science.
- The school meets the registration requirements for the National Agenda Parameter.
- Staff are at an early stage of using data from the recently introduced cognitive abilities tests (CAT4) to match teaching approaches to the needs of different groups of students. Staff have analyzed Measures of Academic Progress (MAP) test data to identify strengths and weaknesses in the curriculum but have not used them effectively to validate their internal assessments.
- The school has very recently received data relating to TIMSS and PISA external tests. Modifications to the curriculum are based on the analysis of MAP data. The school is using MAP data to inform teaching and learning and has started an accelerated curriculum pathway for higher-attaining students.
- Teachers are increasingly promoting enquiry in lessons and using questioning techniques to give students more opportunities for critical thinking and independent work. In the better lessons, teachers' questions do not only check knowledge but also promote and assess reasoning. While this is not a feature of all lessons, it is evident in some.
- Students frequently read, analyze and extract information although they are not sufficiently challenged in this type of work. There are limited opportunities for students to use digital devices at school. Therefore, their abilities to conduct internet-based research and enquiry are not well developed.

Overall, the school's improvement towards achieving its National Agenda targets meets expectations.

Overall school performance

Good

1 Students' achievement

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

	KG	Elementary	Middle	High
Learning skills	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	Very good	Very good	Very good	Very good
Social responsibility and innovation skills	Very good ↑	Very good ↑	Very 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	Good	Acceptable
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				Good
Governance				Good
Management, staffing, facilities and resources				Good ↑

Main inspection report



1. Students' achievement

 KG		
Subjects	Attainment	Progress
Islamic education	Not applicable	Not applicable
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Not applicable	Not applicable
English	Good	Good
Mathematics	Good	Good
Science	Good	Good

- Most children attain in line with curriculum standards and a majority attain above those in English. They readily join in discussions and listen with interest to stories. They can retell familiar stories and identify the main characters and events. By KG2, most use their knowledge of letters and sounds to read and write words and simple sentences. Most children learn English as an additional language. They make good progress from their starting points, and against the learning objectives in lessons.
- In mathematics, most children attain in line with curriculum expectations and a majority attain above those. Most have a good understanding of number bonds, and, by KG2, they work with numbers up to 20, while a few can do mental calculations within 10. They write number sentences with correct symbols for add, subtract and equal. Children can identify and draw geometric shapes such as square, rectangle, circle and triangle. Most make good progress and a significant minority make very good progress from their starting points. The more able children do not make better progress because they are not presented with more challenging tasks.
- The majority of children achieve above the expected curriculum standards in their understanding of the world. In KG2, children can identify the differences between wild and domesticated animals. They know what food farm animals provide for humans. Across the KG, they look after their flowers in the playground and know that plants need water and light to survive. The majority make good or better progress in lessons against the expected learning outcomes and from their starting points. Their progress in developing investigative and problem-solving skills is limited.

 Elementary		
Subjects	Attainment	Progress
Islamic education	Good ↑	Good
Arabic as a first language	Good	Good
Arabic as an additional language	Acceptable	Acceptable
English	Good	Good
Mathematics	Good	Good
Science	Good	Good

- In Islamic education, a majority of students attain above curriculum standards. In lessons and in their recent work, progress for a majority of students is better than expected. Students' knowledge and understanding of key Islamic concepts, Islamic values and 'Seerah' are secure. For example, students in Grade 4 understand the rules of fasting such as exemptions from fasting and the link between fasting and health benefits. Students' skills in memorization and recitation of the Holy Qur'an are variable across the grades in this phase.
- A majority of students attain levels in reading, listening, speaking and writing that are above curriculum standards in Arabic as a first language. They speak correct standard Arabic with few errors. They make effective progress in most lessons and over time. They are increasingly writing accurate sentences and paragraphs. They read confidently and comprehend increasingly challenging texts. Over time, they make steady progress in their language skills.
- In Arabic as an additional language, most students perform at levels that are in line with the curriculum standards. At all grade levels, they understand spoken standard Arabic and respond appropriately. They can read familiar and new words following a model. Students who are at a more advanced level can read short sentences at a reasonable speed. Students at all levels develop their writing skills adequately. Boys and girls make the expected progress in lessons and over time compared to their starting points.
- In English, the school's internal assessment results show high levels of attainment, while external measures reveal lower levels. In lessons, a majority of students show attainment that is beyond curriculum standards. Grade 3 students can identify elements of informational texts, while those in Grade 5 can identify unknown words from context clues and use new words in their writing. The majority of students make better than expected progress measured against their starting points and over time.
- A majority of students demonstrate levels of attainment that are above the curriculum standards in mathematics. Internal tests show high levels of attainment but Grade 4 students' scores on the MAP tests are weak. Students in this grade, however, show good progress from fall to winter according to MAP data. In lessons and in recent work, students across the phase make good progress such as from addition and subtraction skills in Grade 1 to applying commutative and associative properties in Grade 5.
- In science, a majority of students demonstrate attainment that is above standards and make better than expected progress over time, as measured by internal and external examinations. Students can conduct practical work at an age-appropriate level and build their scientific vocabulary and understanding of the world around them. They are knowledgeable about the weather and the solar system and, by Grade 5, can discuss, design and build simple engineering projects. Their critical thinking, problem-solving and basic research skills develop adequately throughout the phase.

 Middle		
Subjects	Attainment	Progress
Islamic education	Acceptable	Good
Arabic as a first language	Good	Good
Arabic as an additional language	Good 	Good
English	Good	Good
Mathematics	Good 	Very good
Science	Good	Good

- In Islamic education, most students demonstrate levels of knowledge, understanding and skills that are in line with curriculum standards. In lessons and over time, students make good progress. Grade 6 students, for example, students can explain why Prophet Mohammad (PBUH) consulted with his companions about the location of the Uhod battle. Grade 8 students can explain the importance of social coherence and ways to achieve it in their own communities. Students' ability to use references from Hadeeth and the Holy Qur'an is variable.
- A majority of students attain above the curriculum standards and make good progress in Arabic as a first language, especially in their reading and speaking. Students express themselves confidently using standard Arabic. They can read and comprehend level-appropriate texts and respond to challenging questions. Their writing skills are developing. They can write adequately in response to text but their extended and creative writing skills are underdeveloped.
- In Arabic as an additional language, a majority of students attain above the curriculum standards in the four language skills. They can read a text with minimal pronunciation errors. They are able to provide synonyms of some words using context clues and can respond to questions verbally and in writing. Students speak in standard Arabic at a good level, using basic sentence structures. They make good progress in lessons and over time. Girls make better progress than boys.
- In English, students' internal assessment results suggest high levels of attainment but the external measures at Grade 6 indicate lower attainment. In lessons, a majority of students show attainment that is above curriculum standards. Grade 6 students can identify key words and use them in answering questions. In Grade 8, students can think critically to compare different biographies. Most students make the expected progress and a majority make better than expected progress measured against their starting points and over time.
- A large majority of students make progress by exceeding the growth projections from MAP tests in Grade 6 and Grade 8 mathematics. Students in Grade 6 can perform calculations using rules of the order of operations. Students in Grade 7 can work well with fractional equations, exponents, and inequalities. Those in Grade 8 can draw graphs to illustrate complex algebraic equations. Students can engage in complex critical thinking and create their own links to real world applications. A majority of students show attainment that is above the curriculum standards.
- In science, a majority of students attain above curriculum standards and make better than expected progress as measured by internal and external assessments. They can predict, observe, record, draw conclusions and apply their knowledge in meaningful ways. They make good progress in understanding scientific methods. Students understand laboratory safety rules, conduct practical work well, and complete lab reports with peers. The development of critical thinking and problem solving skills continues at a good level.

High		
Subjects	Attainment	Progress
Islamic education	Good	Good
Arabic as a first language	Good	Good
Arabic as an additional language	Good	Good
English	Good	Good
Mathematics	Very good	Very good
Science	Good	Good

- A majority of students demonstrate knowledge and understanding of important Islamic values that are above the curriculum standards. For example, they have strong knowledge of key principles and rules of marriage and divorce in Islam. They can explain the positive impact of tolerance and responsible behavior on social harmony. Their understanding of the five core purposes of Islamic law and jurisprudence is good. Their skills in citing evidence from Islamic sources is inconsistent. In lessons and over time, a majority of students make progress that exceeds age-appropriate expectations.
- In Arabic as a first language, a majority of students attain levels that exceed curriculum standards. They use standard Arabic with confidence. They can analyze pieces of literature, compare them, and bring them to life through clear explanations and debates. The quality and variety of their writing is improving. The majority of them make good progress in lessons and over time.
- The majority of students in Arabic as an additional language attain levels that are above the curriculum standards. The more able students use standard Arabic confidently in their classroom exchanges and in expressing their opinions around the topics of discussion. Most can respond to a text verbally and in writing and can write a short text correctly. They make good progress in lessons and over time.
- In English, internal and external assessment information indicates that a majority of students make better than expected progress in relation to their individual starting points and curriculum standards. Students show good skills in analyzing a range of poems and can discuss factors which might have influenced the writers. They can distinguish between the poet and the speaker in a poem. A majority demonstrate attainment that is above the curriculum standards.
- A large majority of students attain levels in mathematics that are above curriculum standards, as indicated by their SAT results, for example. Students in Grade 9 and Grade 10 understand geometrical transformations and proofs, and can circle properties respectively. Students in Grade 11 can use trigonometric functions to solve problems, and in Grade 12 they can use complex numbers and trigonometry, and can apply statistics to real-world situations. Overall, students can explain their mathematical thinking in detail demonstrating very good progress in lessons.
- In science, students are well grounded in scientific ideas, concepts and vocabulary as a result of taking discrete courses in biology, physics and chemistry. Internal examination data suggest that a majority of students attain above the curriculum standards and make good progress. Most students are able to conduct research, do calculations and prepare graphs and charts. The older students use laptops or tablets to enhance their learning and develop their critical thinking and problem-solving skills.

	KG	Elementary	Middle	High
Learning skills	Good	Good	Good	Good

- Most students across the phases are engaged in lessons as active learners. By the time they reach high school, they confidently take responsibility for their own learning. They readily make connections between diverse concepts and respectfully question adults, including teachers, as they seek to find the truth.
- Almost all students are eager to collaborate with their classmates in group work. They are very poised and confident when they are in front of class, when peer teaching or when sharing completed assignments. In chosen play activities, the KG children show strengths in collaborating and coming up with their own ideas.
- In most classes, students can make connections to the real world. They understand how their learning is related to their everyday lives. The KG children make connections to the real world in role-play and act-out situations like shopping or working in an office.
- While most high school students are adept at using technology for research and doing homework, students' use of technology is not evident in the other phases. Students' critical thinking skills are promoted in some classes, particularly in the high school, but these remain underdeveloped.

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

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

- Most students have positive attitudes towards work and other people and take responsibility for their own actions. They benefit from many opportunities, including those through the system of prefects, to take personal responsibility for key aspects of the school.
- Behavior in class is very good. Students demonstrate self-control and co-operation. They are self-disciplined and respond well to others. They resolve conflict in a mature way. Occasionally, boys in lower elementary grades struggle to demonstrate self-discipline.
- The relationship between staff and students is very good. All students demonstrate high levels of respect for the teaching staff. There are positive relationships among students and bullying is rare. Students show empathy and consideration for others, including students with special educational needs and disabilities (SEND). They participate in many charitable initiatives.
- Students understand the importance of adopting a healthy life style and engage in many sporting activities in the school. They participate in the Healthy Plate Event to promote healthy living.
- Attendance is very good but punctuality in arriving at school in the morning is a problem for a minority of students.

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

- Students have a strong understanding of Islamic values and how these values, such as compassion, modesty, respect and giving, affect life in modern UAE society. They can link these values to their own lives in Dubai. For example, older students connect the principle of justice in Islam to the court system in the UAE.
- Students are very knowledgeable about the distinct aspects of Emirati heritage, culture, history and development. Throughout the school, students participate in all national Emirati celebrations such as National Day and Flag Day. Field trips to police stations in various parts of the UAE help students in the high school develop a sense of pride and patriotism.
- Students show deep and thorough understanding of their own culture and heritage. The embedding of intercultural projects in the subjects helps students understand a wide range of other cultures. During Culture Day, students choose to represent a culture different from their own. This gives them an opportunity to reflect on similarities and differences between cultures.

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

- Students understand their responsibilities towards the school and the wider community. They initiate a multitude of projects that are of relevance to their social wellbeing. Older students are proud to support their younger peers in reading and developing healthy lifestyles. They believe those initiatives are important for them to give back to the school and the wider community.
- Students are proactive and take initiative to lead others. They are proud to generate innovative ideas and demonstrate ownership of their work. They speak with passion and confidence about their new projects and about the awards they have collected for their work. The school does not offer sufficient opportunities for innovation systematically through the curriculum.
- Students have clear awareness of the current environmental issues in the UAE and around the globe and can suggest reasonable ways to address them. Students' involvement in a range of eco-preserving activities in and around the school deepens their understanding of the importance of preserving the environment. In the KG, children are actively engaged in recycling materials and growing plants.

3. Teaching and assessment

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

- Teachers have secure knowledge of their subjects and most use different teaching strategies to engage students. In the KG, teachers use their expertise in teaching languages to develop children as confident speakers in three modern languages. Across the school, a significant minority of lessons are overly dominated by teachers which does not promote students' independence in learning.
- Teachers plan carefully and relate lessons to real-life situations, especially in science and mathematics. On occasion, their timing and pacing are ineffective in allowing students to develop their learning. This is particularly evident in some English, Arabic and Islamic education lessons. In the KG, teachers provide stimulating classroom environments. At times, they follow plans too rigidly, which limits the balance of children's free choice in activities.
- In most lessons, teachers use effective questioning which encourages students to think deeply. A positive feature of Islamic education is teachers' checking of students' understanding against each learning outcome in lessons. In the high school, teachers develop students' debating skills and encourage them to challenge each other's ideas. This is particularly effective in social studies lessons.
- Teachers organize purposeful and differentiated activities to meet the needs of most individual and groups of students, including those with SEND. However, the more able students and those with gifts or talents are less supported and lack suitable extensions to their learning activities. In the KG, teachers use a range of approaches very well to support the development of young children.
- Creativity, innovation, research and problem-solving are not common features of teaching across the school. These aspects develop more consistently as students move through the middle school and the high school. In Arabic in the middle school, teachers offer opportunities for reflection. In the high school, problem-solving is appropriately linked to course expectations and teachers promote students' independent research skills, including the use of computer technologies.

	KG	Elementary	Middle	High
Assessment	Good	Good	Good	Good

- Internal assessments are linked well to the school's curriculum standards and the resulting data are recorded and tabulated appropriately. In the KG, teachers note and collate information on each child's attainment, and examples of children's work are kept in personal portfolios. Personal and social development is monitored during classes to help students develop age-appropriate levels of maturity.
- The school has started to use external MAP to benchmark its own students' internal assessment results. There are disparities between some students' internal and external results. The school also uses PSAT, SAT, TOEFL and IELTS to measure students' skills in English language. The school's use of cognitive ability tests (CAT4) to measure students' potential and learning styles is at an early stage.

- Teachers analyze assessment data effectively by comparing the progress of boys and girls in each grade level and by correlating the attainment of students to the time they have spent at school. The head of the KG tracks assessments closely and uses the information to target support and monitor classroom practice.
- Teachers generally take account of the available assessment data in planning lessons to meet the needs of the different groups of students but they do not always ensure that the higher-attaining students get sufficient challenge. The school is increasingly using MAP data in reviewing the curriculum.
- Teachers have a good knowledge of the strengths and weaknesses of their individual students. Most students receive appropriate support and suitably challenging work. Students' use of rubrics to assess their own learning or that of their peers is inconsistent. The quality of the written feedback that teachers provide for their students to help them improve their work is variable.

4. Curriculum

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

- The school follows the California State Standards which include Common Core State Standards for mathematics and English. The MoE curriculum is used for Arabic, Islamic education and UAE social studies. The curriculum is broad, balanced and provides age-appropriate experiences for learners. Particularly in the elementary phase and in certain subjects such as science, there is more focus on acquiring knowledge than on developing skills such as observation and investigation.
- The school curriculum shows continuity and progression from grade to grade and phase to phase. In the KG, children's progression is developed through a focus on skills and themes. Older students' knowledge, skills and understanding are built systematically so that they are well prepared for the next grade, and transitions are smooth.
- Curricular choices are limited, particularly in the high school where there are no electives and no opportunities for students to take advanced placement classes. In the KG, there are no regular opportunities for choice to develop students' independence and to allow them to take responsibility for their own learning.
- Teachers pay attention to developing cross-curricular links which are an integral part of lesson plans. As a result, students, particularly in the high school and in social studies and science, can make connections between subjects to enhance their learning. In the KG, there are some links across learning but these are not fully developed.
- The curriculum is regularly reviewed. Teachers and subject leaders meet frequently during the year and adjust the curriculum as needed. A systematic and comprehensive review is conducted annually to ensure that provision is appropriate, meaningful, and meets students' academic and personal developmental needs.

- Social studies is taught from KG to Grade 12. Up to Grade 1, it is part of Arabic lessons, and from Grade 2 to Grade 12, it is a discrete subject. Teachers follow the MoE curriculum in a highly enriched and enhanced form that meets timing requirements. Lessons are taught in Arabic and English, with parents able to choose which language they prefer for their children. Teachers are well qualified and deliver well-planned lessons. Students are engaged in lessons and enjoy participating in paired and group work, discussing topics such as 'Women's Rights in the UAE' and producing reports and projects. Formative and summative assessments are regular and often include student self- and peer-review.

	KG	Elementary	Middle	High
Curriculum adaptation	Good	Good	Good	Good

- Teachers modify the curriculum effectively. The Intensive English Language Program (IELP) enables students to develop their English language skills. Children in the KG study French which helps them develop their linguistic skills. Non-Arab-speaking Muslim students benefit from lessons in Islamic education taught in English. Modifications for students with SEND are variable in quality, and modifications for the gifted or talented students are limited.
- A wide range of extra-curricular activities is available to support students' personal development. KG children celebrate Recycling Day, and students in the girls section celebrate the Emirati Woman Day, Think Science, Math Rally and Innovation Week. Boys attend the Global Youth Forum. Some students engage in after-school basketball, netball and volleyball clubs. The promotion of students' innovation skills is developing in lessons.
- Several links with the Emirati culture are evident across the subjects. Social studies link with UAE values such as the 100 Days of Giving and Tolerance Day. KG children make the UAE flag from colored paper cut-outs. Grade 7 students discuss Sheikh Mohammad's new book in English, and Grade 12 Arabic literature students discuss the vision of the UAE in a short poem.

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 has effective procedures for safeguarding students, including arrangements for child protection. Students are kept safe and know whom to go to if they have concerns. Training on anti-bullying and child protection is given to parents, students, staff, bus monitors and bus drivers at the beginning of each school year. Staff implement the procedures effectively.
- The clinic facilities ensure students get a quick access to medical service when needed. Medicines are stored securely, and the buildings are inspected twice a day for safety hazards. The security guards monitor students' arrivals and departures. All student health needs are shared with the teachers as necessary. All buses have security cameras and GPS units that monitor the location of the bus during travel.

- All health, safety, and well-being records are kept in appropriate detail. The school also keeps maintenance records and updates emergency procedures appropriately. The school complies with all fire drill requirements and regularly maintains school equipment such as air conditioners and water fountains.
- The premises provide a safe physical environment for all students. The two upper floor areas are not accessible by elevator but the school re-arranges room allocations when necessary for students using wheelchairs. The size of science laboratories and the storage of bags in them create a potential hazard. The lower elementary playground has been upgraded with new climbing apparatus, and the fencing has been improved.
- Healthy food items such as salads and yogurt have been added to the lunch selections in the canteen. School activities include mentoring programs in which Grade 4 students guide the younger ones on healthy living. Health care professionals visit each class several times a year to give advice on healthy lifestyles.

	KG	Elementary	Middle	High
Care and support	Good	Good	Good	Good

- Staff-student relationships are positive. Students understand the needs of others and readily help their peers. Behavior management has improved partly due to the effective implementation of the 'class-dojō' system. Students engage actively in well-planned activities such as those that promote conflict resolution and self-control. Homeroom teachers have regular weekly value-based talks with students. School clubs enable students to develop positive attitudes and behavior.
- Staff successfully manage attendance and promote its importance. They encourage students to arrive at school in good time for participation in morning assemblies and contact parents when punctuality issues emerge. However, the impact of these initiatives is limited and late student arrivals continue to be a problem for the school.
- The school counselors use CAT4 results and a learning disabilities checklist to identify students with SEND. A minority of students are assessed externally. Individualized educational plans (IEPs) are developed based on the resulting assessment information. IEPs are clear, concise and support students' progress. Counselors inform teachers about IEP targets for students in their classes but teachers' use of the information to support students is variable.
- Students with SEND demonstrate good personal development as a reflection of the school's inclusive ethos. Academic support for students with SEND is variable. In the better lessons, an IEP is present and teachers differentiate teaching effectively to meet the needs of individual students. In the other lessons, teachers only implement the regular lesson plan. The school has started to identify students who have gifts or talents.
- A qualified counselor is available to guide and support students. She conducts one-on-one meetings with Grade 12 students to facilitate their move to the next stage of education. She arranges career fairs, presentations, visits, and awareness sessions for them. She keeps alumni's contact information and responds to their questions as appropriate. Guidance for students is well developed.

Inclusion

Provision and outcomes for students with SEND

Good

- The school's SEND coordinators put effective systems, policies and procedures in place and advise teachers accordingly. However, the in-service training program to ensure consistent differentiation of teaching approaches across the subjects.
- The school has good procedures for identifying students with SEND and for using assessment information to plan IEPs. The targets in the IEPs are helpful but some are not specific enough to help teachers support students with SEND and track their progress.
- The SEND team have built good relationships with parents who feel involved, guided and supported well. They play an essential role in the learning of their children.
- The school curriculum benefits from a range of modifications and support for students with SEND but the implementation of these modifications varies across the subjects.
- Students with SEND make good or better progress in their personal and social development reflecting the school's inclusive and supportive ethos. Their academic progress is more variable but many of them make good progress.

6. Leadership and management

The effectiveness of leadership

Good

- The principal and heads of section have worked together effectively to take the views of various stakeholders into account and update the school's vision and mission statements. They successfully promote the importance of the UAE National Agenda and include in the school's improvement plans clear strategic goals covering all key aspects of education. They show an increasing commitment to making the school fully inclusive.
- Leaders at all levels have created a positive culture for learning in which academic progress and personal development are nurtured carefully. They are developing their understanding of the standards needed in curriculum, teaching and assessment to meet the requirements of a US curriculum school. They have had some success in improving key processes to raise students' attainment and progress levels.
- A wide range of staff members with leadership roles and responsibilities work effectively in teams. Morale among staff is positive and there is a strong community spirit in the school. Effective communication among all stakeholders strengthens the harmonious ethos of the school.

- Senior leaders have a generally accurate knowledge of the priorities for school improvement. They have been successful in sustaining good standards and improving some important aspects of the school's work. The quality of teaching is more consistent now than it was before, although certain aspects of the curriculum are still underdeveloped.
- Under the leadership of the principal, senior leaders and other staff have been innovative in developing aspects of the school. The school meets all statutory and regulatory requirements and is working to meet the requirements of a US curriculum school in full.

School self-evaluation and improvement planning

Good

- Staff use a wide range of processes for gathering and analyzing information, including surveys of stakeholders' views, observations of lessons, and analysis of assessment data. As a result, senior leaders have an accurate view of the school's strengths and developmental needs. They are working to improve their use of the results of recently-introduced external assessments to reach accurate conclusions about students' attainment and progress.
- The school's very effective systems for evaluating the quality of teaching include observation of lessons by leaders and peer teachers, and sharing of good practice. There is an increasing focus on the impact of teaching approaches on students' progress and learning skills.
- The school's strategic improvement plan and action plan help senior staff to develop aspects of the school systematically. The plans have appropriate structure and the action plan gives full attention to improving key aspects of the school's work.
- The processes of school self-evaluation and planning for improvement have ensured that considerable progress has been made in addressing recommendations from the previous inspection reports. Over the last few years, the school has been successful in ensuring that there is no major pattern of recurring recommendations.

Partnerships with parents and the community

Good

- The school takes account of parents' views in a good range of ways. Parents appreciate the responsiveness of senior leaders and other staff when they raise issues. There is no parents' association that acts as a representative channel for communication, including communication on school improvement plans and their implementation, or further promotes parental involvement in the life of the school.
- Staff use a wide variety of ways to communicate with parents, including online forums and software applications, paper reports and newsletters, text messages and through the school website. Communication with parents is strong overall. The school impresses upon parents the importance of their children's punctual arrival at school at the start of every school day.
- Parents receive regular reports about their children's progress on an ongoing basis and at key points. The reports include students' grades in key subjects and show that the basis of coding test marks to exam grades has been brought in line with US curriculum expectations. The next steps in students' learning are discussed at teacher-parent conferences but are not always set out in written reports.

- The school makes regular contributions to the community in a range of ways. The school itself benefits from a range of partnerships, including with other schools.

Governance	Good
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- The governing body takes parents' views into account in a range of ways but does not include any parental representation. The chief academic officer of the governing body is in regular contact with the school through visits and telephone conversations.
- Governors receive regular reports on the school's progress and performance. They use a range of approaches to hold senior leaders accountable for the quality of the school's work, including audit visits which involve observing lessons.
- Over the last few years, working together with senior leaders, governors have ensured that positive aspects of the school's work have been maintained and some aspects have improved. They are committed to ensuring that the school offers a full US curriculum. They have not managed to reduce the student-to-teacher ratio.

Management, staffing, facilities and resources	Good 
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- The day-to-day life of the school is managed very well, ensuring that processes operate smoothly. Procedures and routines are implemented effectively and help to create a positive learning environment.
- Staff's professional development activities are a positive feature of the school's work. Teachers benefit from a range of training opportunities which are well matched to their needs and to the school's improvement priorities. Teachers have appropriate subject qualifications but only a minority have teaching qualifications.
- The premises are appropriate and support effective learning. Science laboratories are quite small and there are no elevators in the parts of the school building that have two floors.
- The school has good stocks of textbooks and other resources such as interactive whiteboards with suitable software applications. Shortages of manipulative materials for English and mathematics in the elementary phase have been addressed but there is a need for hand-held technology such as tablets to promote student-centered learning across the phases.

The views of parents, teachers and senior students

The views of parents, teachers and senior students

Before the inspection, the views of the parents, teachers and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys		
Responses received	Number	
 <p>Parents*</p>	2016-2017	369
	2015-2016	388
 <p>Teachers</p>	119	
 <p>Students</p>	1171	

*The number of responses from parents is based on the number of families.

- The parents who responded to the survey are very positive about the school. Almost all are satisfied with the quality of education it offers and feel that their children enjoy school and are safe there. They think that students are well behaved and that their children learn well because of good teaching.
- Most parents who responded to the survey see that the school is well led and that staff listen to their views. A minority of them do not agree that the school offers a good range of extra-curricular activities.
- The responses from students are positive overall. Most of those who responded to the survey are satisfied with the quality of provision and feel that they benefit from good teaching.
- Around one-quarter of students who responded to the survey expressed concerns about getting opportunities to make decisions affecting school life and the available curricular and extra-curricular options.
- Teachers' responses are very positive. They mention that they enjoy their work and find the professional development activities helpful to them. They indicate that the school is well led, and that there is a spirit of trust and collegiality.

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