

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



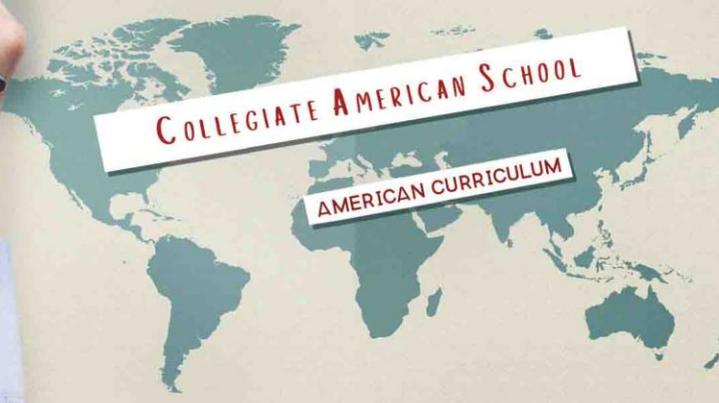
المعرفة
Knowledge

Collegiate
American
School

Celebrating
10 years of
inspections

INSPECTION REPORT

2017-2018



COLLEGIATE AMERICAN SCHOOL
AMERICAN CURRICULUM

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School information

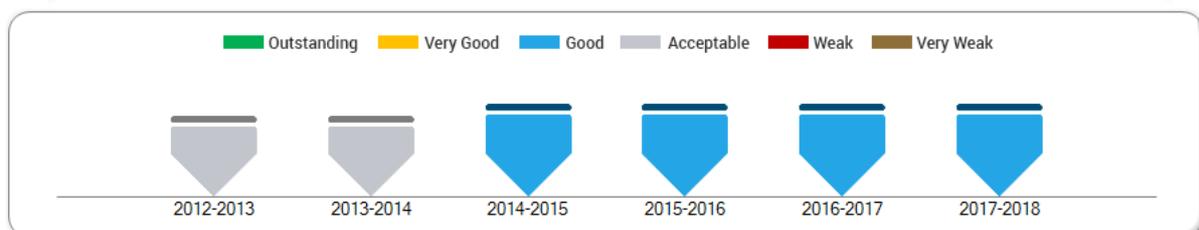
General information	
Location	Umm Suqeim 3
Type of school	Private
Opening year of school	2011
Website	www.casdubai.com
Telephone	044271400
Address	PO Box 121306 Dubai UAE
Principal	Tammy Tusek
Principal - Date appointed	9/1/2014
Language of instruction	English
Inspection dates	19 to 22 February 2018

Teachers / Support staff	
Number of teachers	76
Largest nationality group of teachers	USA
Number of teaching assistants	25
Teacher-student ratio	1:7
Number of guidance counsellors	3
Teacher turnover	15%

Students	
Gender of students	Boys and girls
Age range	3-18
Grades or year groups	Nursery-Year 12
Number of students on roll	557
Number of children in pre-kindergarten	0
Number of Emirati students	42
Number of students with SEND	60
Largest nationality group of students	Arab

Curriculum	
Educational permit / License	US
Main curriculum	US / NY
External tests and examinations	IB
Accreditation	IB, NEASC and CIS
National Agenda benchmark tests	MAP

School Journey for Collegiate American School



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

Summary of inspection findings 2017-2018

Collegiate American School was inspected by DSIB from 19 to 22 February 2018. 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.

Leadership and management

The quality of leadership has improved and, with strong support from governors, is having a positive impact on provision and student outcomes. Teaching is monitored carefully. Leaders know the school's strengths and weaknesses well, though some school self-evaluation judgements are too high. Parents benefit from very strong partnerships with the school. The school is well staffed and is managed very well. Facilities and resources are of a high quality.

Students' achievement

Students' progress is mostly good, with particular strengths in mathematics in the Kindergarten (KG) and elementary school and in English at all phases. Progress in Arabic is good in elementary school and acceptable in the other phases. Attainment is good or better in English, mathematics and science, and acceptable or weak overall in Arabic and Islamic education. Students acquire good learning skills, and some very good age-appropriate learning skills are evident in the KG.

Students' personal and social development, and their innovation skills

Staff successfully help students to acquire well-developed personal and social skills. Behavior and attitudes have improved in the middle and high schools to very good, which is now in line with the other phases. Students' understanding of Islamic values, Emirati and other cultures, and environmental issues is well developed, particularly in the KG and the elementary school. Some students show notable innovation skills.

Teaching and assessment

Teachers have good subject knowledge and explain lessons clearly. KG teachers provide a very interesting range of learning activities. Assessment data are used well. Marking of students' work, feedback to students and students' self-assessment are done well in most core subjects.

Curriculum

The curriculum is of a very good quality and is aligned well with standards. Students can choose from a useful range of progression pathways in Grades 11 and 12. Modification to meet the needs of different groups, opportunities to be entrepreneurial and links to the UAE culture are embedded well into the curriculum.

The protection, care, guidance and support of students

The school's promotion of healthy lifestyles and approaches to safety and security are of a very high quality. The ethos of the school is inclusive, caring and supportive. Care and support are of a high quality, particularly in the KG and the elementary school.

What the school does best

- The very well-designed curriculum and effective teaching that enable students to make good or better progress in Islamic education, English, mathematics and science, and in Arabic in the elementary school
- Students' very strong personal and social skills, and their understanding of Islamic values and Emirati culture, particularly in the KG and the elementary school
- Staff's successful implementation of the school's highly-developed procedures for promoting healthy lifestyles and ensuring that all students and staff are safe and secure
- The improved quality of leadership, at the senior and middle levels, and the strong support from governors that have resulted in improved aspects of provision and outcomes.

Key recommendations

- Improve students' attainment and progress in Arabic, particularly in the middle and high schools, by:
 - setting higher expectations of what students can achieve
 - ensuring that students read Arabic literature more widely and regularly
 - spreading the good teaching practice that exists in the elementary school more widely.
- Improve students' attainment and progress in all subjects by:
 - building on recent improvements in teaching to ensure that lessons are more consistently of a high quality
 - ensuring that the use assessment information in teaching is uniformly effective across the subjects and phases, particularly in Islamic education and Arabic.

Overall School Performance

Good

1. Students' Achievement

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

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

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

3. Teaching and assessment

	KG	Elementary	Middle	High
Teaching for effective learning	Very good	Good	Good	Good
Assessment	Very good	Very good	Good	Good

4. Curriculum

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

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

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

6. Leadership and management

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

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, 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 the school's targets:

- The school meets the registration requirements for the National Agenda Parameter.
- Students' attainment on the National Agenda Parameter (N.A.P.) tests is below expectations in English, mathematics and science.
- The leadership of the school, at all levels, is fully committed to the National Agenda. Leaders have a well-developed understanding of the data and use their analyses well in improvement planning.
- The school analyzes the N.A.P. data with great care, ensuring that the analysis is used at the classroom level to address the needs of every student.
- The school's curriculum fully promotes the development of skills in science, mathematics and English, meeting the requirements of the National Agenda.
- Teachers stimulate students' thinking skills through effective strategies that promote their reasoning. Activities in lessons are linked well to real life.
- Students are adept at using technology and physical resources to support their thinking and to give substance to their research. Most students, even from a young age, can delve into research and extract relevant information.

Overall, the school's provision for achieving its National Agenda targets is above expectations.

Emirati Students

As part of the UAE National Agenda, the DSIB continues to focus on the achievement of Emirati students. The Emirati Students Achievement project was launched in September 2017, to prioritise provision for Emirati students across Dubai.



The focus of the inspection is to evidence how effective schools are in raising the achievement of Emirati students. Schools are asked to prioritise the data-informed adaptations to the curriculum and to teaching and learning, as required, to raise the aspirations of students, expectations of staff and subsequent achievements of students.

The following section focuses on the quality of the school's activity in working towards raising the achievement of Emirati students.

Three strands are reported on (each with three elements): i) Governance and Leadership. ii) Learning and Intervention. iii) Personalisation

- School leaders monitor the achievement levels of Emirati students and work to raise them at all grade levels. Staff are proficient in analyzing performance data and are planning to use their analyses to improve the program delivery for those students. Parents are appreciative of the close contact maintained by the school in providing updates on their children's progress.
- Emirati students work well in collaborative and small group activities and show higher performance levels in the upper grades. They take responsibility for their learning and are working on developing their critical thinking skills in all classes.
- While teachers are proficient in using cognitive ability test (CAT4) data in their lesson planning and delivery of instruction, their adaptations in instruction for Emirati students remain an area for improvement. An instructional focus on verbal reasoning would benefit students across all grade levels in all areas of the curriculum.

The school's provision for raising the achievement of Emirati students needs improvement.

Moral Education

- The moral education program is very effectively integrated with the school's curriculum. It is designed well and has interesting cross-curricular links that motivate students to learn.
- The program is taught in English. Teachers supplement the Ministry of Education (MoE) textbooks with carefully-chosen resources. They encourage students to reflect on their roles in society and plan engaging and interesting lessons.
- Students participate actively in lessons. They discuss issues that affect them personally and develop their understanding of current social issues in the world.
- Assessment has various forms and reflects how students think and feel. Students plan interesting projects that demonstrate their understanding of their responsibilities as residents and citizens of the UAE.

The school's implementation of the UAE moral education program is well developed.

Social Studies

- The UAE social studies curriculum is taught in English. It is comprehensive and very skilfully planned alongside the US standards. Skills and knowledge are balanced well to ensure continuity and progression.
- Subject leaders are well qualified and plan meaningful experiences for students. Teachers use a good variety of resources, but some are insecure in their knowledge and lesson planning.
- Students get opportunities to carry out research and work on projects. Discussions often feature in lessons, and students' critical thinking skills are developing.
- The school consistently uses a range of assessment strategies that are varied to meet the needs of the learners and to provide valid measures of their progress.

The school's implementation of the UAE social studies program is well developed.

Innovation in Education

- In the KG, there are limited opportunities for children to explore and investigate independently. In the other phases, students have opportunities to be innovative through debates and extensive writing work.
- Students participate in clubs and in lessons to develop their innovative ideas, such as in STEM clubs and French lessons. Their enterprise and entrepreneurship skills are not fully developed.
- Teachers provide opportunities to develop students' innovation skills through reading literacy activities across the phases and debates, particularly in the upper phases.
- The curriculum is adapted to provide students with opportunities to use learning technology in the majority of subjects, enabling them to think creatively and to develop their entrepreneurial skills.
- Senior and middle leaders show promising ability to improve the school in innovative ways. They are increasingly encouraging teachers and students to be innovative and creative.

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

Main inspection report

1. Students' achievements

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

- In all phases, students demonstrate appropriate knowledge of Islamic values, Faith and Seerah. Arab students have stronger knowledge of Faith and better skills in the memorization of short Surahs, while non-Arab students have greater knowledge of the Prophets.
- Most students are developing their knowledge and understanding of a range of Faith and Islamic values, such as honesty and integrity. Their skills related to the Holy Qur'an, such as Tajweed and Tafseer, are less developed.
- Non-Arab students are consistently enjoying good opportunities to develop their understanding of real life situations in Islamic contexts. Arab students demonstrate varied achievement levels due to the inconsistent teaching and their limited Arabic language skills.

For development

- Develop students' skills that are related to the Holy Qur'an, particularly for those who have limited Arabic language skills.

		KG	Elementary	Middle	High
Arabic as a first language 	Attainment	Not applicable	Good ↑	Weak	Weak
	Progress	Not applicable	Good	Acceptable	Acceptable

- The progress of a majority of students in the elementary school is rapid, and so they attain levels that are higher than the MoE standards. In the middle and high schools, a significant minority of students do not meet curriculum standards.
- The main strength in the elementary school is students' listening skills. The more-able students can read and understand a text consisting of familiar and unfamiliar words, but the reading skills of most students are underdeveloped. Students' use of vocabulary and correct grammar to write concisely is inconsistent.
- Students' ability and confidence in speaking classical Arabic are developing but are inconsistent. In the middle and high schools, their ability to write grammatically-correct sentences, with few spelling errors, is underdeveloped.

For development

- Improve students' attainment, particularly in the middle and high schools, by raising teachers' expectations and providing students with more regular opportunities to read and write.

		KG	Elementary	Middle	High
Arabic as an additional language 	Attainment	Not applicable	Acceptable	Acceptable	Weak ↓
	Progress	Not applicable	Good	Acceptable	Acceptable

- Students' progress in lessons and over time is stronger in the elementary school than in the middle and high schools. Most students in the elementary and middle schools attain levels that are in line with curriculum standards. The proportion of students attaining those levels in the high school is lower.
- Students' listening skills are stronger than their ability to speak using standard Arabic. Their reading comprehension skills are limited across the phases. Elementary school students demonstrate good understanding of classroom instructions.
- The rate of students' progress is similar to that made in the previous year. This is because teachers have not been completely successful in raising their expectations of what students should know and be able to do.

For development

- Improve students' achievement in Arabic by using assessment information to set clear targets, to raise expectations and to plan lessons that meet the needs of learners of different abilities.

		KG	Elementary	Middle	High
English 	Attainment	Very good	Good	Good	Good
	Progress	Very good	Very good	Very good	Very good

- Children's achievements in the KG are strong because they benefit very well from opportunities to develop and apply their listening and speaking skills. In the other phases, students generally make very good progress when measured from their starting points, and the majority of them achieve levels that are above the curriculum standards.
- In the middle school, students' reading and speaking skills are stronger than their writing skills. In the elementary and high schools, improved questioning by teachers has resulted in better speaking and writing skills.
- Although many opportunities have been provided to strengthen students' reading skills in lessons and in activities outside the classroom, the impact of these on students' achievement is inconsistent, particularly in the middle school.

For development

- Provide more opportunities for students to extend their reading and creative writing skills for more of them to achieve the mastery level, particularly in the middle school.

		KG	Elementary	Middle	High
Mathematics 	Attainment	Very good	Good	Good ↑	Good ↑
	Progress	Very good	Very good	Good	Good

- In the KG and the elementary school, a large majority of students make rapid progress. The proportion of students making similar progress in the other phases is slightly lower. Students' mastery of concepts, at an age-appropriate level, is better in the KG than in the other phases.
- Younger students actively apply mathematical ideas outside and inside the classroom, while older students make practical applications using technology in more complex ways. Students' reasoning and communication skills are increasingly evident. Precision and accuracy in graphs, diagrams and tables are less evident, particularly in the middle school and lower high school.
- Improvements in the analysis of international and external data have contributed positively to students' growth in mathematics, as critical thinking opportunities and guided feedback have become more focused.

For development

- Apply a regular focus on all aspects of mathematics to strengthen students' understanding and skills, particularly in relation to precision and accuracy.

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

- Across the school, the majority of students make significant gains in their knowledge, skills and understanding to achieve beyond the curriculum standards. External assessment results do not reflect the classroom performance, but students' achievement in lessons continues to improve.
- Understanding and application of the scientific method begins in the KG, where children engage enthusiastically in hands-on activities. In the high school, students get choices of activities which allow them to learn in their own ways.
- Students use technology regularly to carry out research and present their findings. Their ability to demonstrate their learning through a variety of methods strengthens their understanding of scientific concepts.

For development

- Improve students' performance in external assessments to bring it in line with their achievement in lessons.

	KG	Elementary	Middle	High
Learning Skills	Very good	Good	Good	Good

- Students throughout the school enjoy learning and take increasing responsibility for it. They know their strengths and weaknesses well and can reflect on their own learning. They interact, collaborate and communicate well in a range of learning situations, particularly in the KG.
- In all phases, students can make clear connections between areas of learning and relate these to their understanding of the world. However, their independent and innovative learning skills are not as evident in all grade levels.
- When provided with opportunities, students are enterprising and can find things out for themselves. They use technologies to enhance their learning. Their critical thinking and problem-solving skills are generally well developed, but their skills in research are less evident in lessons.

For development

- Provide frequent opportunities in all subjects to develop students' skills of innovation, independent learning and extended research.

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

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

- In all phases, students have positive and responsible attitudes. They are sensitive to the needs and differences of others. This results in very congenial and productive relationships with their teachers and peers, particularly in the high school.
- High attendance rates reflect students' commitment to learning. They are self-reliant but also consistently help and support each other. In lessons, almost all students work together diligently and respectfully, resulting in a constructive, harmonious learning environment.
- Students have a solid understanding of safe and healthy lifestyles. They make informed choices about their personal health and safety. Most take part in regular physical activities and usually eat healthy food. Staff have worked successfully to improve students' behavior and attitudes in the middle and high schools.

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

- Students have well-developed respect for Islam and show high appreciation of the culture of the UAE. However, they can give limited examples to show understanding of other world cultures, particularly in the middle and high schools.
- Students in the lower grades have secure appreciation and understanding of how Islam influences life in Dubai. Middle and high school students do not demonstrate the same understanding of Islam and the UAE culture.
- The school is rich in the diversity of its students. The elementary school has provided sufficient opportunities for students to raise their awareness and understanding of Islamic values and the UAE culture. In the middle and high schools, students have not fully capitalized on the opportunities provided to them by their diverse backgrounds.

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

- Students show a positive work ethic, particularly in the KG and the elementary school. Students in the higher phases understand their responsibilities as members of the school community and take leadership responsibilities through the house system and other committees.
- In lessons, students are often active participants and demonstrate imaginative thinking. In various clubs, they are active participants in promoting sustainability at the school level. However, their entrepreneurial and innovation skills are less developed.
- The school programs in the IBDP and in the US Diploma allow students to work on social responsibility projects within a broad spectrum. Some students develop their own projects, such as nominating a student for the “Young Animator Award” in the Dubai International Film Festival.

For development

- Increase students’ participation, particularly in the middle and high schools, in volunteering activities and activities that develop their enterprise and innovation skills.

3. Teaching and assessment

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

- Most teachers consistently apply their knowledge of their subjects and of how students learn. Most of them plan purposeful lessons, provide interesting learning environments and use time and resources effectively to enable students to be successful learners, particularly in the KG.
- Teachers’ interactions with students generally promote their involvement in their own learning. In the best lessons, questioning encourages thoughtful and measured responses, and dialogue engages students in meaningful discussions and reflection. Teachers use increasingly effective strategies to match the needs of all students.
- Most teachers provide students with appropriate levels of challenge and support and they systematically develop their critical thinking, problem-solving, and independent learning skills. There is some variation in the quality of teaching across the subjects.

	KG	Elementary	Middle	High
Assessment	Very good	Very good	Good	Good

- KG teachers track children's progress effectively. In the elementary school, teachers' feedback in class and on students' written work promotes learning well. In all the phases, rubrics are used in most subjects to provide students with clear expectations for tasks.
- Across the school, the analysis of results from external and international tests is now used strategically to modify teaching, enhance the curriculum and address students' needs. This information is used well in challenging students or in providing them with the appropriate support.
- Students benefit from increased opportunities to explain their reasoning because of the changes prompted by the analysis of assessment data. There is some variation in the quality of assessment across the subjects, particularly in the middle and high schools.

For development

- Review and moderate internal assessments consistently across all subjects to ensure their rigor and their tight alignment to grade-level curriculum standards.

4. Curriculum

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

- The curriculum is fully aligned to the IBDP and the New York State standards. It is enriched well by the integration of technology and international mindfulness, especially in the middle and high schools.
- The well-planned cross-curricular links promote real-life applications and personalized learning, especially in science and in the KG. Interdisciplinary projects, such as the UAE Museum, enhance students' transfer of learning across subjects. Teachers do not always implement the well-developed curriculum into their daily lesson planning.
- Rigorous curriculum planning has resulted in a structured progression of knowledge and skills across most subjects and between phases. This smooth continuity of learning helps students make good or better progress in most subjects and ensures that most are well prepared for their next stage in education.

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

- The curriculum is well adapted and enhanced to meet the needs and interests of all groups of students, especially in the KG and the high school. KG children participate in an extensive variety of activities. The increased course offerings in the high school curriculum help to meet students' academic needs.
- The curriculum is enhanced by a large selection of co-curricular classes, providing opportunities for students to explore their interests and talents or receive academic support. The planned curriculum adaptations to meet the needs of all learners are inconsistently delivered in daily lessons.
- Appropriate learning experiences are integrated through most aspects of the curriculum to enable all students to develop clear understanding of the UAE culture and heritage, particularly in the KG and the elementary school.
- In the KG, Arabic is taught over three fifty-minute classes a week.

For development

- Carefully monitor the consistency of curriculum implementation in daily lesson planning.
- Ensure that the curriculum review processes improve curriculum adaptations in the elementary and middle schools.

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

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

- A comprehensive set of policies outlines procedures and responsibilities very clearly. These are regularly reviewed to provide a clean, safe and healthy school environment. All staff have been appropriately trained to carry out their roles in safeguarding children.
- Record keeping is rigorous and provides a basis for ongoing improvement. Senior leaders are proactive in identifying and rectifying potential health and safety issues. Evacuation procedures have been reviewed, updated and circulated throughout the whole school community.
- The school successfully promotes healthy lifestyles among students. High school students are expected to engage in regular physical activity. A healthy eating policy provides guidelines for student lunches, and students regularly learn about health-related issues in a range of settings. The quality of the canteen food has not been reviewed recently.

	KG	Elementary	Middle	High
Care and support	Very good	Very good	Good	Good

- Staff promote students' positive behavior very well. As a result, there is a friendly and purposeful atmosphere around the school. However, behavior management is slightly less effective in the middle school. The school maintains very good levels of attendance and punctuality.
- Students are identified for special educational needs and disabilities (SEND) effectively at entry. Identification of students who may be gifted or talented is also effective. A strong SEND program provides good in-class and pull-out support for students with a wide range of special needs. Support for gifted or talented students is emerging through a program of enriched learning experiences.
- Counselors provide students with helpful guidance and support. College and career guidance is provided for older students. Some of those students feel that they would benefit from better support in determining their next stage in learning.

For development

- Explore students' views on the quality of guidance and counselling and act upon the findings.
- Review the canteen menus to ensure that the sugar and fat content of the choices available are reduced to an appropriate level.

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND

Good

- The school's governor of inclusive education, the inclusive education action team and the inclusion champion are committed to an inclusive ethos that provides strong support for students with SEND.
- Students are identified accurately for SEND support upon entry to school and through analysis of assessment data. The school encourages the inclusion of students with a wide range of developmental, learning and instructional needs.
- Parents are appreciative of the SEND staff and the school as a whole for the ongoing support and communication maintained by all in support of their children.
- Instruction that meets the individual learning needs of students is provided by classroom teachers in coordination with assigned specialist support staff. Students are integrated into the mainstream classroom but also benefit from individual and small group instruction when needed.
- Overall, the progress of students with SEND is less than expected. While instruction is managed well, it does not always promote students' learning and progress. Students benefit from the social and emotional support they receive from their teachers and peers in the classroom, where personal development is also a focus.

For development

- Provide focused and targeted instruction that meets the specific learning needs of individual students with SEND to enable them to improve their progress.

6. Leadership and management

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

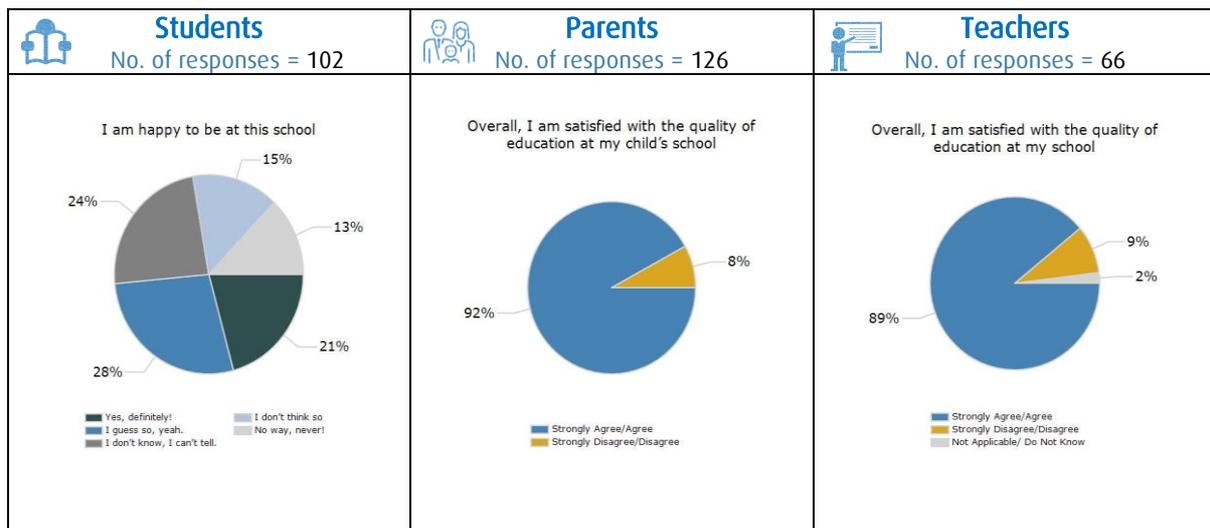
- The principal successfully works with her team to implement the widely shared vision of what the school should be. Their commitment to inclusion and the UAE National Agenda is very strong. Almost all leaders at all levels are aware of how to implement best practice in the school. Relationships are professional. Communication is effective and, at times, innovative. Accountability is applied in helpful but rigorous ways.
- Senior staff systematically gather comprehensive information to evaluate the school's work. Teaching is monitored closely. Improvement plans are well structured and implemented to raise attainment in most subjects. Raising students' achievement in Arabic has been slow, but some signs of improvement are evident. Some school self-evaluation judgements are too optimistic.
- Parents benefit from a range of opportunities to be partners in school life. The potential of the parent body to contribute to raising standards is great. Two-way communication channels are used effectively. Reports to parents on their children's progress are regular, but they do not clearly set out next steps in learning. The school has beneficial links with a range of bodies and other schools.
- The advisory body has wide and strong representation from business, education and parents. The governors take parents' views fully into account, and the advisory body provides the school with very helpful advice. The chief executive holds senior leaders rigorously to account. The governors ensure that the school has facilities and resources to a high standard. Overall, governance makes a significant contribution to the school.
- The day-to-day management of the school is carried out very effectively. The school is well staffed, and senior leaders are seeking to fill leadership vacancies in the SEND department and the elementary school. Some senior staff have minimal teaching loads. The premises are of high quality and include extensive specialist facilities. Resources, including technology, are of high quality. The library does not have a wide range of books in Arabic.

For development

- Ensure more consistency in teaching and assessment by spreading the existing very good practice across the subjects and phases.
- Ensure that the self-evaluation judgements are more accurate to allow better targeting of improvement activities on the aspects in most need of attention.

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.



 Students	<p>The students who responded to the survey have positive views overall. Most feel safe in the school and have positive views about the use of technology in their learning. Some have concerns about a number of issues. For example, a large minority indicate that they are not happy in the school and do not feel that teachers treat them fairly. The inspection did not find evidence of this.</p>
 Parents	<p>The parents who responded are very positive about the school. Almost all are satisfied with the quality of education. They feel that their children are safe and happy at the school. They think that the school is well led and that leaders listen to and act upon their views. A minority are not happy about the quality of careers guidance or support. These overall views are broadly in line with the inspection findings.</p>
 Teachers	<p>The teachers who responded are positive about the school. Most feel that the school is good to work for, is well led, and professional development has helped them to become better teachers. Around one-third are not positive about students' behavior. This view about behavior is not fully in line with the inspection findings.</p>

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