

THE RACE FOR EXCELLENCE HAS NO FINISH LINE.

- SHEIKH MOHAMMED BIN RASHID AL MAKTOUM



DUBAI
Knowledge المعرفة



INSPECTION REPORT

2017-2018

International School of Arts & Sciences

Celebrating 10 years of inspections

INTERNATIONAL SCHOOL OF ARTS & SCIENCES

AMERICAN CURRICULUM

A hand holding a pen over a scroll-shaped document with the school's name and inspection details, set against a world map background.

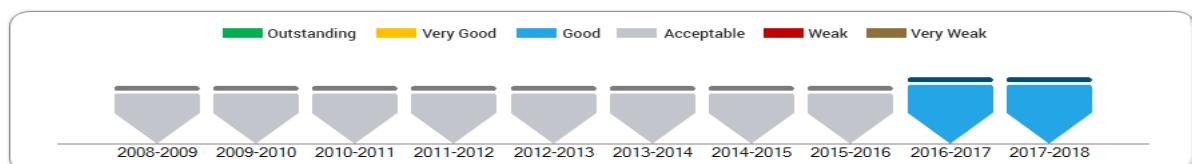
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School information

General information		Students	
Location	Al Warqaa	Gender of students	Boys and girls
Type of school	Private	Age range	4-17
Opening year of school	2007	Grades or year groups	KG 1-Grade 12
Website	http://www.isas.sch.ae	Number of students on roll	696
Telephone	00971-4-2800459	Number of children in pre-kindergarten	0
Address	Al Warqa'a 1 - Dubai UAE P.O. Box 35901	Number of Emirati students	219
Principal	Muhieddine Soubra, محى سوبه الدين	Number of students with SEND	67
Principal - Date appointed	9/1/2007	Largest nationality group of students	Arab
Language of instruction	English		
Inspection dates	03 to 08 March 2018		
Teachers / Support staff		Curriculum	
Number of teachers	85	Educational permit / License	US
Largest nationality group of teachers	Lebanese	Main curriculum	US
Number of teaching assistants	3	External tests and examinations	MAP, AP
Teacher-student ratio	1:8	Accreditation	NEASC
Number of guidance counsellors	1	National Agenda benchmark tests	MAP
Teacher turnover	13%		

School Journey for International School of Arts & Sciences



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

International School of Arts & Sciences was inspected by DSIB from 03 to 08 March 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 school leadership has a clear vision for the school as a happy place of active learning where students are supported to reach their potential. This caring ethos has a positive effect on students' personal development in an inclusive learning environment. Parents are generally supportive of the changes in the last two years that have led to notable improvements in mathematics and science.

Students' achievement

Student achievement rose to good in almost all subjects and phases. The exceptions are attainment in the high school in Islamic education, and in Arabic in the upper two phases. Kindergarten (KG) children benefit most from practical lessons, as do students in science and mathematics across the school. Attainment in AP art is a strength of the school.

Students' personal and social development, and their innovation skills

Students' personal and social development are impressive throughout the school. Positive relationships demonstrate students' understanding and practice of Islamic values on a daily basis. Emirati culture is embedded throughout the school, and students' understanding of world cultures is growing. Students are developing their community service, but their environmental awareness is still at a nascent stage.

Teaching and assessment

Students benefit from good teaching in all phases. Lesson planning that matches the range of student abilities is variable in quality. A majority of teachers use open questions to develop students' thinking skills. The best lessons include opportunities for students to explore and solve problems. Assessment systems are linked to the curriculum standards. Assessment information is used well to identify students' learning needs.

Curriculum

The curriculum is fully aligned with the California standards, including the Next Generation Science Standards (NGSS), and is enriched with music and art. Electives in the high school offer a variety to meet students' goals and talents. Elements of choice are provided in each phase, and extra-curricular activities, including STEM, add variety. The curriculum is adapted increasingly well to meet the needs of the different groups of students.

The protection, care, guidance and support of students

The school provides a safe place of learning where students are protected and cared for very well. The school is inclusive and welcoming and has accessible facilities. Student diversity in a supportive environment is a strength of the school. High school students receive effective career guidance from the school and its alumni.

What the school does best

- Improvements in student achievement across most subjects, supported by good teaching and learning in all phases
- Students' behavior, relationships, and demonstration of Islamic values, which contribute to a familial, joyful and positive learning environment
- The learning choices provided for elementary students each week and the electives in the high school that allow students to explore their particular interests and talents
- The outstanding health and safety measures, including arrivals and dismissals, security, and the cleanliness and maintenance of the buildings
- The commitment and dedication of all stakeholders to moving the school forward.

Key recommendations

- Raise the profile of spoken and written standard Arabic across the phases.
- Develop learning strategies that inculcate in students a strong sense of responsibility for their learning.
- Develop a consistent program that makes the use of technology an educational resource to motivate and support learning.
- Establish a parents' council to formalize and strengthen the voice of parents in the school community.
- Develop a strategy for school improvement that:
 - ensures that all teaching staff have experience in the curriculum
 - provides systematic professional development that builds on key focus areas.

Overall School Performance

Good

1. Students' Achievement

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

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

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

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

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

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 (N.A.P.).
- The attainment of students in the N.A.P tests is below expectations in English, mathematics and science.
- A comprehensive N.A. action plan is in place with clear success criteria. Training is ongoing to support teachers in the use of assessment information.
- The N.A.P. data have been analyzed rigorously to provide teachers with essential information to prepare lessons to meet the needs of groups and individuals.
- External test results have initiated a range of curricular changes to equip students with the knowledge and skills required to improve future school results in PISA and TIMSS.
- Information from Cognitive Ability Tests (CAT4) and the N.A.P. testing has focused teaching strategies on promoting students' learning skills in real life contexts.
- Teachers work with students to set individual learning targets based on N.A.P. and CAT4 results. Most research projects are completed at home despite the availability of technology at school.

Overall, the school's provision for achieving its National Agenda targets meets 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 prioritize 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 prioritize 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) Personalization

- School leaders do not adequately take account of the achievement gaps of Emirati students in the core subject areas. Insufficient attention is given to developing teachers' awareness of performance data and its use in planning for improvement in teaching and the curriculum. Parents are very appreciative of the close contact the school maintains with them. They are happy with the updates on their children's progress and the support they receive.
- Emirati students are very appreciative of the school's inclusive culture and take responsibility for their own learning. They are very focused on classroom work and access the necessary resources to complete assignments. Older students are especially active learners and focus enthusiastically on completing challenging projects.
- Teachers do not make effective use of CAT4 data to adjust their teaching and presentation of work for individual Emirati students in core subjects in all grade levels. They do not adequately promote the development of students' verbal and non-verbal reasoning skills.

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

Moral Education

- Moral education is taught in English as a stand-alone subject. The lessons are supplemented by integration into other subjects and into assemblies.
- Teachers follow the scope and sequence of units using the textbook and supplementary resources. Some moral education concepts are integrated into other subjects.
- Students are engaged in the lessons and occasionally apply their understanding to their own experiences. They listen well to others and respond thoughtfully.
- Assessments are mainly knowledge-based. They do not always take into account how students feel, act or think. Reports to parents include information on their children's personal and social development.

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

Social Studies

- The UAE social studies program is skillfully integrated into the school's curriculum. There are strong links to other subjects with an emphasis on skill development, including critical thinking.
- Lessons are taught in English. Teachers plan meaningful experiences and activities using supplemental resources to engage learners and to enable them to acquire good understanding of topics.
- Students are independent and self-reliant. They exhibit strong collaborative skills and, when prompted, make relevant connections between areas of learning.
- Assessments are consistent and linked well to the curriculum. The analysis of data is used adequately to plan and modify lessons to meet the needs of the different groups of students.

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

Innovation in Education

- Innovation in learning is variable, and the use of technology for learning is inconsistent. Innovation skills are nurtured in selected lessons in the elementary school, and in STEM courses, elective courses, projects and extra-curricular activities.
- Students' participation in various school clubs enables them to develop their social responsibility.
- Teachers plan and deliver lessons that require discovery, observation, analysis, and decision-making. Explorative lessons, such as STEAM, encourage students to think creatively.
- An array of engaging electives develops students' innovation skills. Work internships provide students with exposure to various jobs as they look forward to their future careers.
- School leaders are committed to the strategic promotion of innovation across the school.

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

Main inspection report

1. Students' achievements

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

- High school students' attainment in internal assessments is in line with curriculum expectations. Elementary and middle school students show better attainment levels. A majority of students make accelerated progress in most lessons and as evident in their writing.
- Younger students demonstrate good understanding of Islamic education topics such as greeting, morals and the pillars of Islam and faith. Middle school students show that they understand the concepts in even more depth. Recitation of the Holy Qur'an is underdeveloped for a majority of students.
- The Islamic department has introduced technology to increase students' engagement and to make lessons more enjoyable. A recitation program called 'Rayahin Al Qur'an' is an example. The use of research and reasoning in lessons is providing more challenge and making students more responsible for their learning.

For development

- Raise attainment, particularly in the high school, by improving students' independent learning skills and by using learning strategies that better engage them.

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

- Elementary school students make good progress and attain well, mainly due to developing their understanding and use of standard Arabic in speaking and writing. This development is less consistent for older students, as a majority rely on colloquial Arabic for communication.
- Across the school, the more able students use standard Arabic confidently and fluently in speaking and writing. Listening and comprehension are the strongest domains, as students can engage with a text at high levels and can explore ideas in-depth.
- An increased focus on reading strategies is starting to have a positive impact, especially on improving fluency for the least able students. The departmental development plan is focused on the need to improve students' use of standard Arabic, critical thinking and reflection in lessons.

For development

- Develop a comprehensive rubric for writing across all grades to allow a more accurate measure of students' progress over time.

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

- Elementary school students make good progress and attain well in reading, listening and speaking. Although students' speaking and writing skills are variable, they are making sustained progress across the phase.
- In the middle and high schools, students are working at appropriate levels in relation to their total years of study. The quality of students' writing is variable. The more able students exceed expectations in the quality of their writing, especially in the elementary school.
- Students in the high school are making good progress in their reading, in relation to their starting points, and are developing their vocabulary and comprehension skills well. Listening skills are well developed for most students. However, their speaking and writing skills remain variable.

For development

- Ensure that all students use a rubric to track their progress in writing.

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

- In all phases, students' achievement is good in relation to curriculum standards in writing, speaking and listening. Students' reading skills are less developed in the elementary and middle schools. External benchmark tests reflect lower achievement. Data analysis and lesson observations confirm that girls generally outperform boys.
- In a majority of lessons, particularly in the high school, students make good progress in developing their critical thinking and language skills. The accelerated demands of the AP curriculum improve students' ability to extract information and apply their understanding to new settings.
- The moderation of the curriculum to reflect the expectations, criteria, language and rigor of external benchmarks, contributes to some improvement in students' attainment and progress. Access to technology for all students in the high school supports their active learning, enhances their presentation skills and develops their research and problem-solving skills.

For development

- Embed a technology-rich curriculum in all phases to enable students to refine their verbal reasoning skills and to benefit from accessibility to resources that make learning real, rigorous and relevant.

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

- In all phases, the majority of students make better than expected progress in developing their knowledge and understanding of mathematical concepts and attain levels that are above the curriculum standards. Although attainment is good overall in the middle school, there is a wider range of variability in students' mathematical proficiency in that phase.
- The limited application of technology to support learning through modeling, research, problem-solving, skill reinforcement and self-assessment, impede further progress.
- The strong attainment and progress in the elementary school is supported by a disciplined application of correct mathematical operations and protocols and teachers' regular marking of work. Helpful written teacher feedback is provided showing next steps to improve. These areas are inconsistent in the other phases, reducing opportunities for growth.

For development

- Ensure students in the middle and high schools write their work accurately, following correct mathematical protocols and precision, in a designated mathematics work book.

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

- Attainment and progress is strong across all phases of the school. Students develop concepts and skills that are above curriculum standards. Elective subjects, such as forensics and pre-medicine, pique students' curiosity about science and match their interests.
- There is significant improvement in the elementary school. Students are improving their scientific method skills as a result of better planning by teachers. Students frequently demonstrate critical thinking, data collection and informed decision making. Their investigative skills are developing.
- Students in Grades 6 to 12 have clear understanding of the quality of their own work as a result of improved curriculum progression and shared assessment information.

For development

- Increase the frequency of laboratory experiences and other "hands on" opportunities to encourage students to observe, measure, collect and evaluate data, and to make informed conclusions.
- Improve teachers' knowledge about the resources that are available online for developing students' scientific skills.

	KG	Elementary	Middle	High
Learning Skills	Good	Good	Good 	Good

- Across the school, students are developing their learning skills well, especially in the middle school. Students are engaged in lessons, are keen to participate and when opportunities arise, take ownership for their own learning. This is largely evident in their project and presentation work.
- Students' ability to apply what they are learning to new contexts and to their own lives is common in most lessons. Opportunities for enterprise, enquiry and critical thinking are developing, although they are not consistent features of learning across all subjects.
- Although most students conduct basic research and know how to find information, their research skills are only emerging due to the inconsistent use of technology in most lessons.

For development

- Provide students with more in-depth planned opportunities to use learning technologies effectively across all grades in order to develop their independent learning and research skills.

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

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

- Students are positive and have very responsible attitudes. They take responsibility for their own behavior. They are highly respectful of classrooms rules and listen well to advisory feedback. Their attendance is excellent.
- Students of different nationalities interact very well in a friendly atmosphere. They are consistently self-disciplined and respond well to others. They help each other and readily support students with SEND.
- Many sessions are initiated by students to promote moral and safe living. Promotion of positive behavior through projects has a constructive impact on reducing bullying.

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

- The international student body demonstrates high respect and appreciation for Islamic values through daily activities. Students celebrate a range of Islamic events. On a weekly basis, students learn about core values such as honesty and faith.
- Students highly appreciate the culture of the UAE. They discuss the developments of Dubai, showing their knowledge of the UAE vision 2021. They celebrate all the national events. A group of students have initiated the 'Emirate Club' to strengthen their bonds to the society.
- Students initiate many activities to reflect their understanding and awareness of their own culture and other world cultures. They understand and appreciate the concept of equality among nations. They celebrate other cultures through the Multi-cultural Day and by participating in debates about differences in cultures.

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

- Students initiate, participate in and manage events, programs and projects within the school community and in Dubai. Visits to retirement homes and charity projects with the Red Crescent, Dubai Cares and UNICEF reflect their empathy and commitment to society.
- Leadership opportunities develop students' sense of responsibility and encourage their contributions to decision making. The student council empowers students to become proactive and innovative and to advocate for their peers. Student-led clubs are the outcome of their vision and commitment. The Model UN develops students' leadership and debating skills.
- Commitment and participation develop students' perseverance and work ethic. Students have awareness of environmental issues, but few are actively involved or take the initiative to improve their personal habits.

For development

- Increase the opportunities for students in all phases to initiate and participate in a wide range of activities and programs that have a special focus on environmental sustainability.

3. Teaching and assessment

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

- The quality of teaching in the middle school has improved. A broader range of teaching strategies in all phases, enhanced curriculum alignment to the Common Core Standards, and strengthened rigor in lessons are improving students' learning outcomes.
- Across the school, strong personal relationships and a supportive and motivating environment underpin teaching for effective learning. Expectations for all students are rising. Teachers' questioning is improving, and lessons have more opportunities for critical thinking, problem solving, experimentation and innovative thinking.
- Teachers have good understanding of their students' strengths, weaknesses and learning styles. They are improving their planning in order to meet the needs of all students. This is having a positive impact on students' achievements.

	KG	Elementary	Middle	High
Assessment	Good	Good 	Good 	Good 

- Assessment processes in all the phases are reliable. Most internal assessments are linked well to the school's curriculum standards. The results of external tests do not reflect students' attainment in lessons.
- All assessment data are analyzed well, and the information is used by teachers to provide appropriate work to meet the needs of all groups of students. This practice is developing but is inconsistent across the school. Tracking of student performance and target setting have improved.
- Peer- and self-assessment, and written feedback from teachers are not systematic across all subjects and grade levels. The current school assessment policy is not sufficiently comprehensive to ensure consistency of processes.

For development

- Ensure teachers' planning for all subjects includes expectations and tasks that are matched to the learning needs of all groups of students to enhance their progress.
- Ensure the assessment policy includes clear expectations on marking, written feedback, peer- and self-assessment, moderation and linking of internal assessments in all subjects to the curriculum standards.

4. Curriculum

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

- Aligned to California's Common Core Standards (CCCS) and the Next Generation Science Standards (NGSS), the distinctive and inspiring curriculum reflects the UAE's and the school's values and vision. The school name aptly identifies its mission as a school of arts and sciences.
- Curricular choice, a benchmark of US curriculum, has become a distinct strength. High school programs include certification in the proficient use of technology, pathways in pre-medicine and engineering, and a range of AP courses. Students in Grades 1 to 8 have choices that include foreign languages, innovation, technology, art and music.
- Annual reviews tighten the alignment of the curriculum with lesson planning and assessment, ensuring continuity and progression and emphasizing critical thinking, communication, collaboration and creativity. The curriculum is strengthened further through the moderation in response to analyses of external and internal assessments.

	KG	Elementary	Middle	High
Curriculum adaptation	Good	Good	Good	Good
<ul style="list-style-type: none"> Students with SEND receive effective curriculum modifications from specialist support staff. However, strategies for addressing the learning needs of all students in all curricular areas are variable. Student engagement is promoted through enriching activities and electives for high school students. Involvement in innovation is in the early stages and is mostly focused on the application of science and engineering concepts in projects across and outside the subject areas. The school retains close ties to the values of the UAE in the enriched environment and instruction provided across the campus. Students learn about local traditions through Islamic education and Arabic lessons and through cultural enrichment days celebrated at school. Children in the KG have one 45-minute Arabic lesson per week. 				
For development <ul style="list-style-type: none"> Enhance the curriculum in all subjects and phases by introducing well-planned activities that promote creativity and innovation. Ensure class teachers are confident in modifying the curriculum to match the learning needs of students with SEND. 				

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
<ul style="list-style-type: none"> The care, guidance and support for students are excellent across all phases of the school. Clear policies regarding child protection and safeguarding are in place, and all staff receive annual training on them. Concerns regarding students' well-being are reported to the named child protection officer. The premises are fully safe, highly hygienic and well maintained. Risk assessments are conducted regularly, and necessary actions are immediately taken when necessary. Medical staff quickly deal with minor injuries and conduct health screenings regularly. Health-related records are kept confidential, and all medicines are stored securely and dispensed only under the doctor's orders. Thoughtful procedures are in place for the arrival and departure of students. Adequate supervision of students ensures that the best safety practices are followed. The security and welfare of each student is of primary importance to the school. 				

	KG	Elementary	Middle	High
Care and support	Very good	Good	Good	Good
<ul style="list-style-type: none"> The school has established a very supportive and calm campus that is welcoming to all students. The effective systems in place promote positive relationships and behavior. They also result in very high attendance rates and improving punctuality. Students with SEND are identified accurately and supported well by specialist teachers. The quality of instruction by classroom teachers is more variable. Students who are gifted and talented have recently been identified and involved in projects focused on science and engineering. Counselors attend well to students' emotional well-being and academic needs. High school students are guided effectively through the college application process and advised on life choices and careers. 				
For development <ul style="list-style-type: none"> Increase the targeted instructional support that is specific to the individual needs of each student with SEND in lessons. 				

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND	Good
<ul style="list-style-type: none"> The governor for inclusive education, the inclusion champion and the inclusive education action team are committed to creating an inclusive ethos for the school. Students are assessed on admission to the school and during lessons. Those who show developmental or learning needs are provided with additional intervention and support. Parents are appreciative of the exceptionally attentive specialist staff and their work to meet their children's instructional and emotional needs. The staff are in regular contact with parents to keep them updated on their children's progress. The quality of support provided by classroom teachers is variable. Few teachers provide targeted instructional modifications for students with SEND as indicated in their individual educational plans. Students with SEND benefit more from the support provided by the learning support staff in individualized lessons. Overall, students with SEND make good progress. The instructional support provided by the SEND staff is focused and enables students to accelerate their progress. 	
For development <ul style="list-style-type: none"> Ensure that all classroom teachers meet the learning needs of each individual student with SEND. 	

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

- School leaders have a clear vision for the school and work collaboratively towards achieving it. The school's professional learning communities motivate students to improve their performance. The school has started to value the importance of external evaluations of its performance. All school leaders work to promote a happy learning environment for all students.
- Systematic school self-evaluation processes that involve all staff have led to a better understanding of the school's strengths and needs. Teaching is regularly monitored for its impact on student achievement. The school has sustained and extended improvements by addressing most of the recommendations from the previous inspection. Improvement planning addresses key priorities but does not include a sufficiently-sharp focus on long-term professional development.
- Parents are very supportive of the school and appreciate the family atmosphere and the care provided for their children. They participate in the life of the school, especially during events and celebrations. The school uses various methods to communicate with parents. The school has good links with the community, including partnerships with local businesses that provide work placement opportunities for older students.
- The governing board maintains an informal relationship with stakeholders. It does not include representation of parents, the school community or the ancillary advisory council. However, through different forms of communication, governors are well informed about the school's successes and needs and hold school leaders accountable for its performance. Governors are responsive and provide the resources needed to support students' academic and personal development.
- School leaders effectively promote a positive learning environment. Most teachers are adequately qualified and have opportunities for professional development. Some teachers are not sufficiently proficient in English, and there is no full-time member of the senior leadership team with appropriate experience in the curriculum. The additional learning technology resources has enhanced learning. However, there is a lack of reading materials in the classrooms and libraries to promote students' reading literacy.

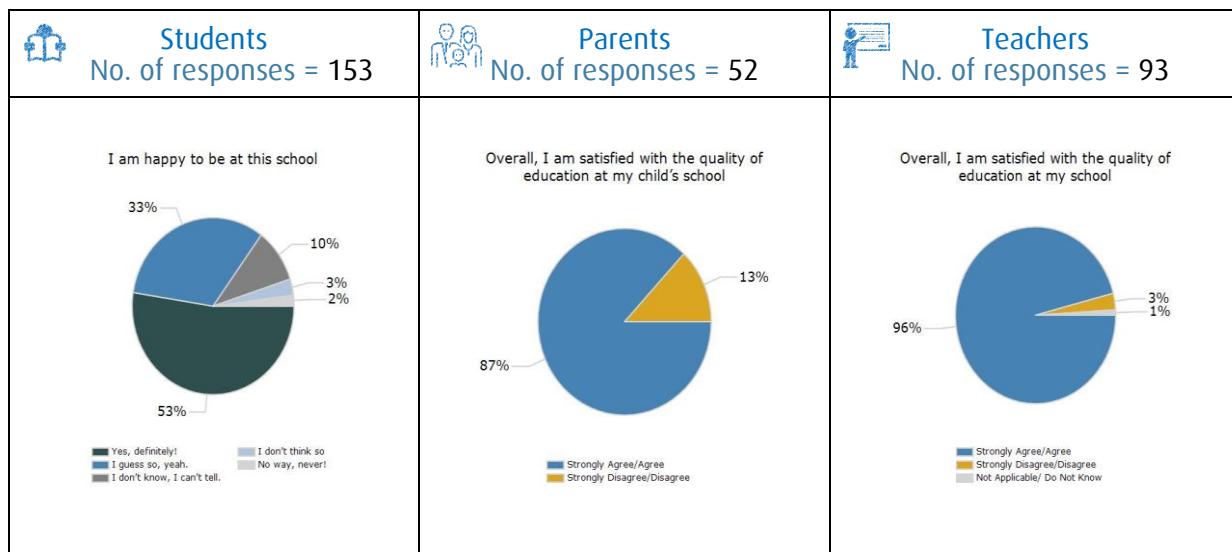
For development

- Provide continuous, long-term professional development to equip teachers with the skills needed to meet the learning needs of all students.
- Ensure that governance is fully representative of the school community including parents.
- Ensure that all teachers are proficient in the English language.
- Ensure that there is a full-time member of the school leadership team with experience in the US curriculum.
- Provide sufficient reading materials to promote students' reading literacy.



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.



 <p>Students</p>	Students who responded to the survey are positive about most aspects of the school. Their responses are least positive regarding reading in Arabic and the fact that they do not take SATs. They express concerns about not being treated fairly, the limited opportunities to participate in interesting activities and decision making about the school and the lack of a warm and friendly atmosphere.
 <p>Parents</p>	Very few parents made comments.
 <p>Teachers</p>	Teachers' comments are generally positive and supportive of the school. A few teachers indicate that they cannot comment without anonymity. The negative comments are about the qualifications of the new teachers, the limited communication between them and the school leaders, the need for more environmental projects for students, the frequent absences of the principal, and middle managers' heavy workloads. A minority of teachers indicate that students are not respectful and do not behave well.

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