

Inspection Report



American International School

2014-2015



إكسبو 2020
دبي، الإمارات العربية المتحدة
DUBAI, UNITED ARAB EMIRATES

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School information



General information

Location	Al Qusais
Type of school	Private
Opening year of school	2003
Website	www.aisch.net
Telephone	04-2988666
Address	Dubai Al Qusais P.O.Box 87727Community 232 Street 6
Principal	OTHMAN ABDALBARI
Language of instruction	English
Inspection dates	17 th - 20 th November 2014



Students

Gender of students	Boys and Girls
Age range	4-18
Grades or year groups	KG 1-Grade 12
Number of students on roll	2364
Number of children in Pre-K	n/a
Number of Emirati students	132
Number of students with SEN	92
Largest nationality group of students	Arab



Teachers / Support staff

Number of teachers	143
Largest nationality group of teachers	Syrian
Number of teacher assistants	17
Teacher-student ratio	1:16
Number of guidance counsellors	3
Teacher turnover	37%



Curriculum

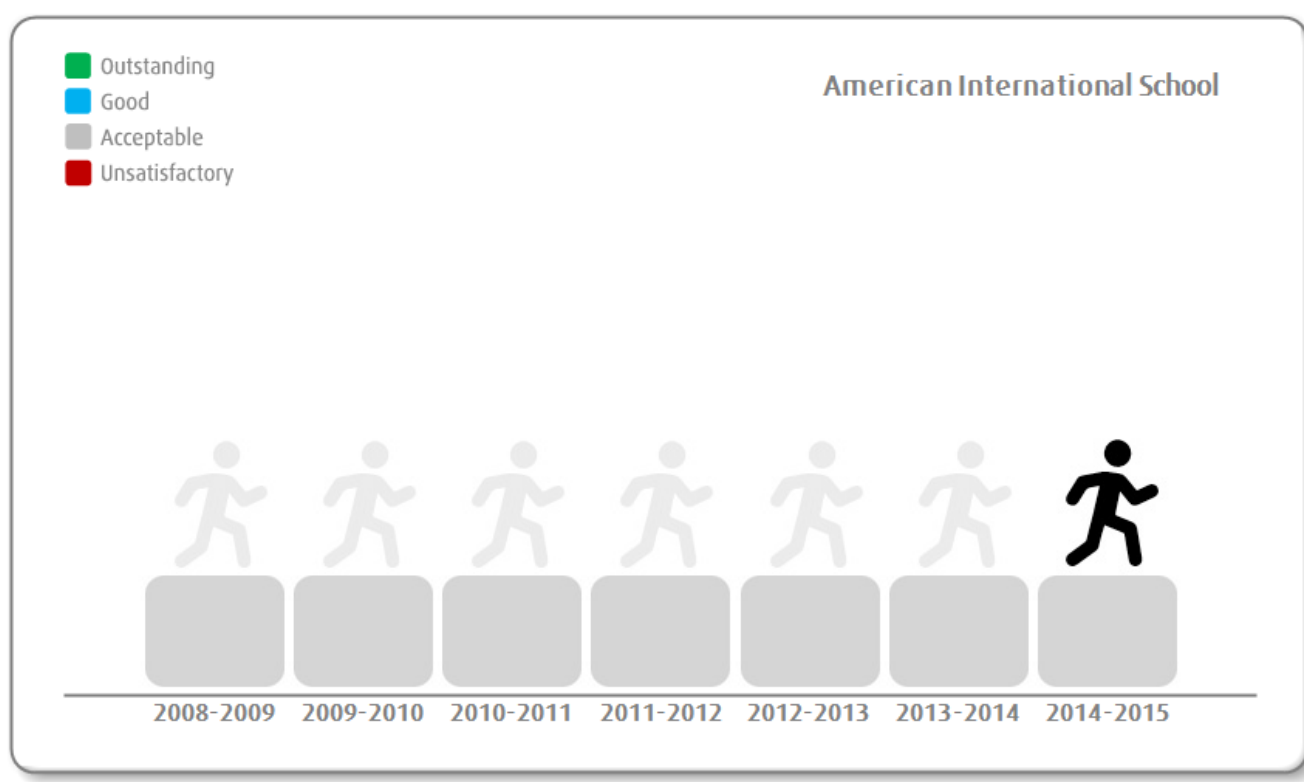
Educational Permit	US
Main Curriculum / Other	US
Standardised tests / board exams	MAP, SAT, SAT II, Iowa, TOFEL, PISA
Accreditation	AdvancED



Dear Parents,

American International School was inspected by DSIB from 17th - 20th November 2014, and the overall quality of education provided by the school was found to be **Acceptable**

In order to judge the overall quality of education provided by the school, inspectors considered six key aspects of the school's performance and standards. Inspectors looked at children's attainment and progress in five key subjects, their learning skills as well as their personal and social development. They judged how effective teaching was across the school. Inspectors considered how well the school's curriculum, including activities inside and outside the classroom, met the educational needs of all children. They judged how well the school protected and supported children. In addition inspectors judged the effectiveness of leadership and governance, including management, staffing, facilities and resources.



The inspection judgments were drawn from a range of evidence gathered by the inspection team, including observing children learning in lessons, looking at their work, talking with children, meetings with staff, parents and governors, and reviewing the parents' and teachers' surveys.

The key strengths and areas for improvement to be made by the school leaders, governors and owners are:

Strengths

- Students' attainment and progress in Arabic as a first language were good in the elementary, middle and high phases of the school.
- Students demonstrated outstanding community and environmental responsibility in the High School.
- There were effective weekly online reports given to parents regarding their children's learning and school activities.

Areas for improvement

- Refine the applied school systems and processes to more accurately identify students with special educational needs, modify the curriculum to meet their needs and provide them with appropriate support.
- Improve school self-evaluation processes to more accurately identify school improvement priorities.
- Develop students' attainment, progress and learning skills by ensuring that leaders effectively monitor teaching, provide suitable training for teachers and use assessment information to improve teaching practices.
- Ensure the school meets all the requirements of its stated US curriculum.

We warmly encourage you to read the full school inspection report.

The school is required to submit to DSIB an action plan identifying the steps they will take to address the areas for improvement. We have advised your school leaders to share this with you.

We trust that the information provided will help you understand, and encourages you to support, your child's school.

Yours sincerely,

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

A closer look at American International School



How well does the school perform overall?

Overall, The American International School provided an “**Acceptable**” quality of education for its students.

- Students’ attainment and progress in most subjects and phases were acceptable. However, these were good in science in the High School and in Arabic as a first language across the Elementary, Middle and High Schools. Students were enthusiastic learners who collaborated and communicated well. However, their enquiry, critical thinking and research skills were weak. In addition, students were not able to make connections between different areas of learning. Children in the Kindergarten were not yet independent learners.
- Students behaved well and had a strong work ethic. Across the four phases, students showed good understanding of Islamic values and high awareness of Emirati culture. Most students, particularly in the High School, had a strong sense of community and environmental responsibility.
- Teachers’ subject knowledge and the quality of their lesson planning were acceptable; however, their understanding of how students learn was inconsistent. Teaching strategies did not meet the needs of all students and did not result in students developing their critical thinking skills. Assessment tracked student progress and was linked to curriculum standards. However, internal testing was too low for expected student achievement. Teachers did not use assessment, including international benchmark results, to improve teaching to ensure better students’ progress.
- A few key subjects were aligned to the school’s stated US curriculum. Too many different curriculum frameworks were used. The school did not design and modify the curriculum to meet the different needs of all groups of students.
- Students were well supervised and cared for. A healthy lifestyle was encouraged. However, classrooms were crowded and thus limited teachers’ opportunities to support students effectively. Relationships between staff and students were not always positive or courteous. Teachers were not sufficiently aware of the specific needs of students. The personal support for students with special educational needs was not effective and contributed to unsatisfactory student progress.
- There was an acceptable distribution of leadership and responsibilities across the school. The school had procedures for monitoring and evaluating its performance. However, there had not been a careful and realistic evaluation of its progress. Improvement planning did not focus on, and had not improved, core functions of the school. The school had productive links with parents, including an online interactive reporting system and surveys of parents’ opinions. The Board of Governors actively sought the views of parents and staff, but there was minimal representation of all stakeholders. It supported school improvement but did not have a realistic view of its performance and had not had a significant impact on improving it.

How well does the school provide for students with special educational needs?



- Support for students with special educational needs was mostly ineffective and this contributed to their unsatisfactory progress in the key subjects.
- The school had not met last year’s inspection recommendation which urged leaders to “introduce more rigorous procedures for the early identification and support of students with special educational needs, including more able students.”
- The curriculum was not adequately modified to support students with special educational needs during lessons, and this impeded their progress.

1. How good are the students' attainment, progress and learning skills?

		KG	Elementary	Middle	High
 Islamic Education	Attainment	Not Applicable	Good	Acceptable	Acceptable
	Progress	Not Applicable	Acceptable	Acceptable	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	Acceptable	Acceptable
	Progress	Not Applicable	Acceptable	Acceptable	Unsatisfactory ↓
Language of instruction	Attainment	Not Applicable	Not Applicable	Not Applicable	Not Applicable
	Progress	Not Applicable	Not Applicable	Not Applicable	Not Applicable
 English	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
 Mathematics	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
 Science	Attainment	Acceptable	Acceptable	Acceptable	Good ↑
	Progress	Acceptable	Acceptable	Acceptable	Good ↑
		KG	Elementary	Middle	High
Learning skills		Acceptable	Acceptable	Acceptable	Acceptable

↑ Improved from last inspection

↓ Declined from last inspection

2. How good is the students' personal and social development?

	KG	Elementary	Middle	High
Personal responsibility	Acceptable ↓	Good	Good	Good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
Community and environmental responsibility	Acceptable	Good ↑	Good	Outstanding ↑

3. How good are teaching and assessment?

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

4. How well does the curriculum meet the educational needs of all students?

	KG	Elementary	Middle	High
Curriculum quality	Acceptable	Acceptable	Acceptable	Acceptable
Curriculum design to meet the individual needs of students	Unsatisfactory ↓	Unsatisfactory ↓	Unsatisfactory ↓	Unsatisfactory ↓

5. How well does the school protect and support students?

	KG	Elementary	Middle	High
Health and safety	Acceptable	Acceptable	Acceptable	Acceptable
Quality of support	Unsatisfactory ↓	Unsatisfactory ↓	Unsatisfactory ↓	Unsatisfactory ↓

6. How good are the leadership and management of the school?

	All phases
The effectiveness of leadership	Acceptable
Self-evaluation and improvement planning	Unsatisfactory ↓
Parents and the community	Good ↑
Governance	Acceptable
Management, staffing, facilities and resources	Acceptable



School **Inspection** Report

Overall school judgement

Acceptable

Key strengths


- Students' attainment and progress in Arabic as a first language were good in the elementary, middle and high phases of the school.
- Students demonstrated outstanding community and environmental responsibility in the High School.
- There were effective weekly online reports given to parents regarding their children's learning and school activities.


Changes since the last inspection

- Students' attainment and progress in science in the High School had improved.
- There was an expanded professional development program for teachers.
- The school restructured its assessment system to track students' progress and improved its system of reporting to parents.

Recommendations

- Develop and implement accurate identification processes for students with special educational needs, and ensure that teachers provide relevant and appropriate support, including a modified curriculum that matches students' individual needs.
- Develop a systematic and rigorous self-evaluation program to ensure that school's key priorities are accurately identified.
- Improve students' outcomes by:
 - providing teacher training that gives clear and specific guidance on how to improve teaching and learning
 - using standards-based assessment information and classroom observations to identify the needs of every student and accordingly modify the curriculum and teaching practices to raise attainment and progress.
- Ensure the school fulfils all the requirements of its stated US curriculum.

 Improved from last inspection

 Declined from last inspection


1. How good are the students' attainment, progress and learning skills?

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
Language of instruction	Not Applicable	Not Applicable
English	Acceptable	Acceptable
Mathematics	Acceptable	Acceptable
Science	Acceptable	Acceptable

- In English, most children could confidently express their ideas and adequately form letters. However, their writing mainly consisted of copying words or short sentences. Children could read their own writing with understanding.
- In mathematics, most children understood basic 2D shapes and could count from 1 to 10. The more able children understood the concept of addition and subtraction, and a minority could solve simple problems. Children's understanding of mathematical processes was developing.
- Children had an acceptable knowledge about a range of scientific topics and themes. However, scientific skills such as investigating, predicting, hypothesizing, classifying and asking scientific questions were less developed.

Elementary




Subjects	Attainment	Progress
Islamic Education	Good	Acceptable
Arabic as a First Language	Good 	Good
Arabic as an Additional Language	Acceptable	Acceptable
Language of instruction	Not Applicable	Not Applicable
English	Acceptable	Acceptable
Mathematics	Acceptable	Acceptable
Science	Acceptable	Acceptable

- In Islamic Education, the majority of students had a good knowledge of age-appropriate Islamic etiquettes and values such as showing respect and appreciation to the prophet, parents, elderly and helping the less fortunate people. The majority could list the pillars of Islam accurately and could differentiate between them and the pillars of faith, particularly in the upper elementary grades. Students could recall and recite well short Surahs of the Holy Qur'an. However, students' progress was mainly in line with expectations.
- In Arabic as a first language, students' listening skills were strong as most students were able to listen attentively and respond accurately. When speaking, the majority of students used a good range of vocabulary and sentence structures to express themselves well. In reading, students could read texts aloud confidently and recognize main and supporting ideas. Most students were able to write and produce acceptable quality sentences and short paragraphs using reasonably correct words and structures.

- In Arabic as an additional language, the students' listening and speaking skills were acceptable. Students were able to respond appropriately to instructions and answer basic questions on familiar topics using a limited range of familiar words. Most students were able to read simple statements and match sounds to letters appropriately. Their comprehension reading were still developing. The writings skills were just adequate.
- In English, most students were able to pronounce accurately high-frequency words by Grade 1. Grade 2 students could write complete sentences using a word bank. Most students in Grades 3 to 5 could read aloud with ease and had acceptable oral language skills. Reading was less developed throughout the elementary grades.
- In mathematics, most students had sound calculation skills and a few could explain mathematical ideas. Some minor improvement in students' problem-solving skills was evident; however, this area was still a major challenge for almost all students when working independently.
- Science tests, including external standardized tests, showed there had been slight improvement in attainment and progress over time.

Middle		
Subjects	Attainment	Progress
Islamic Education	Acceptable	Acceptable
Arabic as a First Language	Good	Good
Arabic as an Additional Language	Acceptable	Acceptable
Language of instruction	Not Applicable	Not Applicable
English	Acceptable	Acceptable
Mathematics	Acceptable	Acceptable
Science	Acceptable	Acceptable

- In Islamic Education, most students understood the key Islamic concepts and worships. They made expected progress in knowledge of the prophets. Progress in applying the rules of Qur'an recitation was slower.
- In Arabic as a first language, the majority of students had a wide range of vocabulary and could express themselves well in speaking. However, writing was less developed.
- In Arabic as an additional language, most students' listening skills were in line with expectations. They could speak about familiar topics using an acceptable range of vocabulary in short sentences. Their writing skills weak.
- In English, reading scores on international tests showed that students' reading proficiency was below expectations, especially for boys. Students could write applying appropriately the learnt grammar rules and using reasonably accurate sentence structures. Their spelling was weak.
- In mathematics, most students knew basic geometry, and could calculate and apply formulae appropriately. However, they had difficulty understanding problems and had gaps in their understanding of the curriculum content.
- In science, most students had basic laboratory skills. They could experiment with data to come to conclusions such as relationships between energy and matter, and the significance of comparative densities. Internal assessment showed a small degree of progress.




High		
Subjects	Attainment	Progress
Islamic Education	Acceptable	Good
Arabic as a First Language	Good	Good
Arabic as an Additional Language	Acceptable	Unsatisfactory 
Language of instruction	Not Applicable	Not Applicable
English	Acceptable	Acceptable
Mathematics	Acceptable	Acceptable
Science	Good 	Good 

- In Islamic Education, students had an acceptable knowledge of key Islamic concepts and worships. They had a developed knowledge of Islamic laws such as marriage contracts. However, their ability to refer to and infer from the Holy Qur'an was weak.
- In Arabic as a first language, students were confident readers with good comprehension skills and could extract relevant information. However, their writing skills were less developed.
- In Arabic as an additional language, student's reading comprehension skills were developed adequately. Their listening comprehension was acceptable. Progress in writing was relatively slow and extended writing was not evident.
- In English, most students could write extended essays and could read at expected grade levels. They used context clues to find the meanings of new vocabulary.
- In mathematics, most students performed in line with curriculum expectations. However, a small proportion of them worked out proofs competently and with confidence. For the majority of students, critical thinking and independent analysis of problems continued to be a challenge. Some students made connections well between mathematics and real life on their own such as understanding the economic functions of money.
- In science, the majority of students showed levels beyond what was expected from them. Most students could research, test, and discover pathways to new knowledge. Almost all could investigate, make predictions and solve problems. The majority of students could find relationships in science.

	KG	Elementary	Middle	High
Learning skills	Acceptable	Acceptable	Acceptable	Acceptable

- The kindergarten children were keen to learn. In the other phases, students enjoyed practical activities and appreciated opportunities to understand a topic through investigation. However, most students were not yet independent learners. They were not aware of their own strengths and what they needed to do next to improve.
- Most students communicated well and were learning to collaborate well with others.
- Understanding how a subject related to the real world were strongest in Arabic as a first language and science classes. However, in most other classes, students needed help to understand how the content they were learning applied to real life situations. Particular focus was needed to give students the skill to make meaningful connections between subjects, particularly reading, mathematics and science.
- Although some promising first steps had been initiated by the various departments to improve students' independent learning, most students' enquiry, research and critical thinking skills were still weak.

2. How good is the students' personal and social development?

	KG	Elementary	Middle	High
Personal responsibility	Acceptable 	Good	Good	Good
<ul style="list-style-type: none"> Most students were well behaved, showed a positive attitude towards learning, and were aware of their responsibilities towards each other. Children in the Kindergarten lacked independence and occasionally showed lack of self-discipline. Almost all students enjoyed good relationships with each other and showed respect towards teachers. Most students understood healthy lifestyles and showed a positive attitude towards keeping fit. Attendance was good overall. A few students were not punctual to morning assembly. 				
	KG	Elementary	Middle	High
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
<ul style="list-style-type: none"> Most students had a good understanding of Islamic values and identified respect as a key value of Islam. Girls had a greater depth of understanding of Emirati culture and traditions than boys. Most students could share features of their culture and had some understanding of other cultures. 				
	KG	Elementary	Middle	High
Community and environmental responsibility	Acceptable	Good 	Good	Outstanding 
<ul style="list-style-type: none"> Students at all levels demonstrated a positive work ethic and engaged in initiatives to support conservation. Older students participated in a wide range of leadership activities, including attending a UNESCO program on children's rights and then taking the lead on raising their younger peers' awareness of this issue along with other important ones such as health and Dubai heritage. The school had a strong debate team. All students were engaged in community service. The majority of girls in the elementary and middle phases were monitors to help teachers and other students. Fewer boys were involved in leadership activities. 				

3. How good are teaching and assessment?

	KG	Elementary	Middle	High
Teaching for effective learning	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> Teachers' subject expertise and their understanding of how students learn were variable. The quality of teachers' lesson planning was acceptable, but the pace of lessons was frequently rushed causing student anxiety. Teacher-student interactions were usually productive, but these were limited when teachers lacked competence in the English language. Students were often encouraged to shout one word answers in a chorus which limited their progress. Teaching strategies adequately met the needs of most students. However, set activities, especially for student who were less able, were of little interest or challenge; this restricted their development of higher-order thinking and enquiry skills. In better lessons, teachers used a wide range of strategies, and students were interested in learning. Activities for students were challenging, demanded high expectations of students, were differentiated to meet the needs of all students, and resulted in good student progress. In Arabic as a first language, teachers had very good subject knowledge and used that to enhance the learning opportunities for their students by applying a wide range of effective teaching methods. Oral questions were used well by teachers to check understanding and to encourage students to think. 				

	KG	Elementary	Middle	High
Assessment	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> Regular internal assessments helped teachers track student progress in key subjects. There were attempts to link assessment to curriculum standards. However, many teachers used very low benchmarks to measure students' attainment as compared to the curriculum expectations. External tests, including PISA, PIRLS, TIMSS, SAT, AP exams and the Iowa Assessments were used to benchmark student progress against international expectations. Information from assessments was analysed by subject departments, but there was limited use of it by teachers in lessons to meet the needs of individuals and groups of students. This hindered students from making good progress. Some teachers, particularly in lower grades, used their knowledge of students to support their next steps in learning. However, assessment was not often used to ensure that there was enough challenge, support, feedback and follow-up. Student self-assessment was not developed. 				





4. How well does the curriculum meet the educational needs of all students?

	KG	Elementary	Middle	High
Curriculum quality	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> The curriculum had a clear rationale; however, the content was aligned to too many curriculum frameworks, including the Common Core State Standards for English and mathematics, Next Generation Science, AERO for French, art, and music, and Indiana state standards for physical education. The planned curriculum progression was not always observed in classrooms. The curriculum did not provide enrichment, cross-curricular links, independent learning and research opportunities, although these were somewhat better in the higher grades. The curriculum review process provided adjustments where gaps in curriculum occurred. The curriculum did not provide a strong focus on a well-designed US curriculum for higher-order thinking, enquiry, and creativity. In Arabic as a first language, the curriculum met the Ministry of Education (MoE) requirements in terms of time allocation and the use of MoE textbooks as main resources. Cross-curricular links with other subjects were consistent. 				

	KG	Elementary	Middle	High
Curriculum design to meet the individual needs of students	Unsatisfactory ↓	Unsatisfactory ↓	Unsatisfactory ↓	Unsatisfactory ↓
<ul style="list-style-type: none"> The school lacked expertise in the quality of design of a US curriculum. Subject coordinators did not understand the curriculum modifications required in teaching the different subjects. Special educational needs' provision was overly-focused on the child's medical history rather than on specific educational targets and adaptations to support student progress in subjects. Curricular options and extra-curricular activities provided few opportunities for students to fulfil their talents, interests and aspirations or build stronger links with the wider community. There were 315 children in the Kindergarten. The school offered them five 60 to 80-minute sessions of Arabic per week. Arabs and non-Arabs were mixed in all classes. The school's program targeted Arabic alphabet sound recognition and basic vocabulary. 				

5. How well does the school protect and support students?

	KG	Elementary	Middle	High
Health and safety	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> The school provided its staff and students with a child protection policy which clearly outlined all relevant information. The cooperative work of security officers, transportation workers, hallway monitors, and security cameras provided students with a safe and secure environment. School buildings and the surrounding grounds were clean and well maintained. Hazards were quickly eliminated. Classrooms were crowded making it difficult for teachers to effectively monitor and support student learning. Healthy living and healthy eating were encouraged. The canteen served healthy food. The medical clinic provided workshops on a healthy lifestyle. However, students' responses to healthy living were variable. 				


	KG	Elementary	Middle	High
Quality of support	Unsatisfactory 	Unsatisfactory 	Unsatisfactory 	Unsatisfactory 
<ul style="list-style-type: none"> Staff-student relationships were not consistently positive and courteous and over-crowded classrooms led to incidences of misbehavior. The management of attendance and punctuality was consistent and effective. The identification process for students with special educational needs was weak. Not all parents of students with special educational needs had provided consent for their children to be on the school register of special needs. There was limited support for students with special educational needs which resulted in students making little progress. Career advice was available, but a number of students believed that the school did not listen to their concerns. 				


How well does the school provide for students with special educational needs?

	Overall
The overall effectiveness of provision for students with special educational needs	Unsatisfactory
<ul style="list-style-type: none"> The school had not met the recommendation from the previous inspection which urged it to "introduce more rigorous procedures for the early identification and support of students with special educational needs, including more able students". Identification processes were weak. Some students had not had a full and accurate diagnosis of their specific needs. School leaders were unaware of the poor quality of special needs' provision and had an inflated view of the progress of these students. Ineffective systems and teachers' inadequate understanding, planning and monitoring resulted in extremely poor levels of support for students. A significant proportion of parents were not involved in the development, review or support for special needs provision in the school. Parents had not always provided their consent for their children to be placed on the special needs student register. The modifications of curriculum for students with special educational needs were ineffective and contributed to unsatisfactory student progress. 	

6. How good are the leadership and management of the school?




	Overall
The effectiveness of leadership	Acceptable
<ul style="list-style-type: none"> School leaders were committed to school improvement and had initiated improvement activities. Leadership responsibilities were appropriately distributed among the staff. Relationships and communication among leaders and staff were acceptable. The leadership team demonstrated some capacity to improve and innovate. School leaders' efforts had had limited impact on improving school performance and raising students' standards. There had been insufficient focus on improving teaching and learning. 	

	Overall
Self-evaluation and improvement planning	Unsatisfactory 
<ul style="list-style-type: none"> The school had established processes for monitoring and evaluating the school's performance; however, these lacked rigor. The school did not have a realistic view of its performance. As a result of the unrealistic self-evaluation, improvement planning was not well focused on the core school functions where improvement was most needed. The school had made minimal progress in addressing the recommendations from the previous inspection report. 	

	Overall
Parents and the community	Good 
<ul style="list-style-type: none"> There were productive links with parents, including a weekly on-line reporting system to communicate more effectively with parents. A customer satisfaction department was established which had improved two-way communication. Comprehensive formal reports were sent to parents at the end of each term, and teachers provided parents' with their children next steps in learning at parent-teacher conferences. The school had relevant links with the wider community, including the school's involvement in student debate teams, Expo 2020, National Day walks, and students serving as tour guides for Dubai Heritage. 	
	Overall
Governance	Acceptable
<ul style="list-style-type: none"> The Board of Governors had minimal representation from stakeholders but actively sought the views of parents and staff through surveys and face-to-face meetings. The board had not held the school sufficiently accountable for improvements and for a realistic view and accurate self-evaluation of its strengths and weaknesses. The board supported school improvement by providing a few new resources and facilities. The board had not had a significant impact on the overall performance of the school. 	
	Overall
Management, staffing, facilities and resources	Acceptable
<ul style="list-style-type: none"> The school operated smoothly on a day-to-day basis. Teaching staff were qualified and were well deployed. However, a number of teachers had low competence in English language skills, and many had little experience in delivering a US curriculum. The premises were clean and well maintained but many classrooms were small; this restricted learning activities. Learning resources were generally sufficient. 	

What are the views of the Principal, parents, teachers and students?

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

Responses to the surveys			
Responses received	Number		Percentage
 Parents*	This year	81	8%
	Last year	104	8%
 Teachers	88		62%
 Students	251		62%

- More than three quarters of parents, sixty-two percent of students, and ninety-four percent of teachers were satisfied with the quality of education available at the school.
- Nearly three quarters of parents indicated that their children learned well because of good teaching.
- Two-thirds of students believed that they were making good progress in key subjects.
- A substantial minority of parents and nearly half of the students felt that the school did not offer a wide range of subjects and extra-curricular activities.
- Seventy percent of parents felt that the school was well led.
- Nearly eighty percent of parents felt that the school kept them informed about their children’s progress.
- Over ninety percent of teachers felt that most students made good progress overall.

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

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

How to contact us

If you have a concern or wish to comment on any aspect of this report, you should contact inspection@khda.gov.ae