

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

# Inspection Report 2018-2019

**American School of  
Dubai**

11 YEARS OF INSPECTIONS

**Good**

Curriculum  
**US**



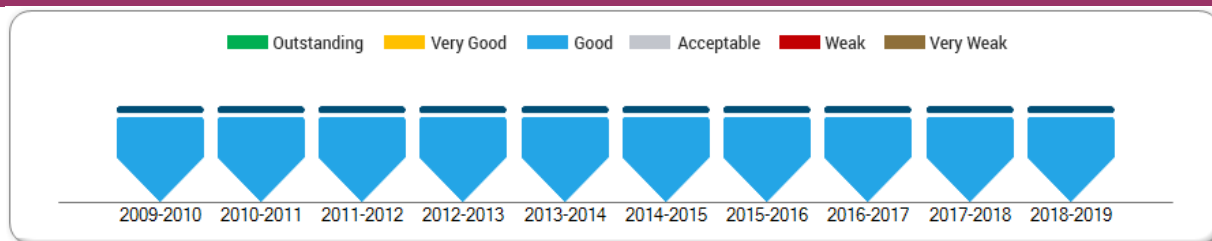
## Contents

<b>Contents.....</b>	<b>2</b>
<b>School Information.....</b>	<b>3</b>
<b>Summary of Inspection Findings 2018-2019 .....</b>	<b>4</b>
<b>Overall School Performance .....</b>	<b>6</b>
<b>National Priorities.....</b>	<b>8</b>
<b>National Agenda Parameter .....</b>	<b>8</b>
<b>Reading Across the Curriculum.....</b>	<b>9</b>
<b>UAE Social Studies.....</b>	<b>9</b>
<b>Innovation.....</b>	<b>9</b>
<b>Main Inspection Report.....</b>	<b>10</b>
<b>The View of parents, teachers, and senior students.....</b>	<b>20</b>

## School Information

General Information	Location	Al Barsha
	Opening year of School	1966
	Website	www.asdubai.org
	Telephone	04-395-0005
	Principal	Dr. Paul Richards
	Principal - Date appointed	7/1/2018
	Language of Instruction	English
	Inspection Dates:	28 to 31 January 2019
Students	Gender of students	Boys and girls
	Age range	4-18
	Grades or year groups	KG 1-Grade 12
	Number of students on roll	1881
	Number of Emirati students	6
	Number of students of determination	108
	Largest nationality group of students	US
Teachers	Number of teachers	187
	Largest nationality group of teachers	U.S.
	Number of teaching assistants	54
	Teacher-student ratio	1:10
	Number of guidance counsellors	10
	Teacher turnover	15%
Curriculum	Educational Permit/ License	US
	Main Curriculum	US
	External Tests and Examinations	AP, MAP, SAT, PSAT
	Accreditation	Middle States
	National Agenda Benchmark Tests	MAP

## School Journey for American School of Dubai





## Summary of Inspection Findings 2018-2019

The overall quality of education provided by the school is **good**. The section below summarizes the inspection findings for students' outcomes, provision and leadership.

### Students' Outcomes

- Children in the Kindergarten make outstanding progress learning English, mathematics and science. In the higher grades their progress is mostly outstanding, with the exceptions of Arabic and elementary mathematics. Students learning Arabic make acceptable progress in the elementary grades, but the progress made by older students is weak, in both first and additional language classes. Almost all students demonstrate outstanding learning skills from the Kindergarten to Grade 12.
- The personal and social development of the students is again outstanding from the Kindergarten to Grade 12. They demonstrate very high levels of maturity for their ages, helping one another and their teachers. They are enthusiastic learners who pursue their dreams as they learn. Their understanding of Islamic values, and awareness of Emirati and world cultures, is good from Grade 1 to Grade 12, and outstanding in the Kindergarten.

### Provision for learners

- The quality of teaching remains outstanding from the Kindergarten to Grade 12 in almost all subjects. Teachers plan and deliver lessons that match their students' abilities, interests and prior learning. Most teachers are skilled at promoting higher order thinking among their students. Almost all teachers assess learning by means of regular, valid and reliable tests. Assessment information is used very effectively to inform changes to the curriculum.
- The curriculum in the Kindergarten is of outstanding quality; it meets the needs of all children as it is well adapted for them. In Grades 1 through 12 the curriculum is of very high quality in English, mathematics and science, and skillfully adapted as necessary. However, the curriculum does not provide for the needs of the older students learning Arabic, or for the significant numbers of Muslim students enrolled at the school.
- Across the school provision for the protection, care, guidance and support of students is of outstanding quality. The campus is secure and students are safe at school and on the buses. All students benefit from a truly caring school atmosphere in which they feel safe to take risks when learning. The guidance provided to students is of the highest quality and especially so for those close to graduation.

### Leadership and management

- Leaders continue to make improvements at the school, as evidenced by the higher judgements in this year's inspection report. They share the school's vision, mission and core beliefs; this results in mostly outstanding academic and social outcomes for the students. Their improvement planning is visionary, both strategic and short term. The partnerships with parents and communities near, and far, enrich students' lives in important ways. The board of trustees has yet to ensure that the school is compliant with government regulations of the curriculum.

### What the School does Best:

- Students attain outstanding levels in learning English, mathematics and science and demonstrate outstanding learning skills.
- Students demonstrate outstanding personal development, social responsibility and innovation skills.
- The overall quality of teaching is outstanding, and the assessments of learning are outstanding in the Kindergarten and very good in Grades 1 to 12.
- The protection, care, guidance and support of students and the school's partnerships with parents and the community are all of outstanding quality.
- The management, staffing, facilities and resources of the school are also of outstanding quality.







### Key Recommendations:

- The board of trustees and senior leaders should act to ensure that the school provides Islamic education for Muslim students and Arabic instruction in accordance with the MoE's requirements.
- Leaders should ensure that the quality of teaching and the assessments of learning in Arabic are in line with the best practices seen in all other key subjects.

## Overall School Performance

Good

### 1. Students' Achievement

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

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

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

## 3. Teaching and assessment

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

## 4. Curriculum

	KG	Elementary	Middle	High
Curriculum design and implementation	Outstanding	Acceptable	Weak	Weak
Curriculum adaptation	Outstanding↑	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	Outstanding	Outstanding↑	Outstanding↑	Outstanding↑

## 6. Leadership and management

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

For further information regarding the inspection process, please look at **UAE School Inspection Framework**

## National Priorities

### National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets.

The following section focuses on the success of the school in meeting the National Agenda Parameter targets:

### Registration requirements

**The school meets the registration requirements for the National Agenda Parameter.**

#### The School's Progress in International Assessments

**meets expectations.**

- Although the school has not met its PISA test 2015 targets, the students' scores in reading, mathematics and science are substantially above the PISA international averages. The school has exceeded its 2015 TIMSS test targets in Grades 4 and 8 in mathematics, but not in Grade 4 or Grade 8 science. The school's progress on the MAP tests from year to year is in line with expectations. Comparing students' collective potential to their achievements shows that most of them exceed their potential in English, mathematics and science.

#### The Impact of Leadership

**meets expectations.**

- The school's leaders are committed to the UAE's National Agenda and are working to make sure that students continue to be challenged to think deeply and critically. Records are kept of activities, but the school does not have an independent National Agenda action plan. Leaders use assessment data to modify the curriculum to ensure that students succeed on external benchmark tests.

#### The Impact on Learning

**is above expectations.**

- In almost all subjects, students have opportunities to engage in open ended activities that require them to design solutions to real life problems. In lessons, they make good use of technology to carry out independent research. Most students have established a strong understanding that any claim they make needs to be supported by evidence and by a process of reasoning.

**Overall, the schools progress toward achieving the UAE's National Agenda targets meets expectations.**

### For development:

- Improve students' yearly progress on the National Agenda parameter MAP tests.
- Develop and implement a separate National Agenda action plan that includes time frames, responsibilities, success criteria and monitoring processes.
- Ensure that students receive opportunities to work on open-ended activities in all subjects.



## Reading Across the Curriculum

- A wealth of high-quality assessment data very effectively tracks students' reading skills. Literacy coaches, workshops and book clubs have contributed to improvements.
- Students are very confident readers; they are fully aware of key reading strategies from the 'Reading Super Powers' in the Kindergarten, to the critical analysis and comprehension strategies used by older students.
- School libraries are outstanding resources for reading. They are exceptionally well used and promote a love of reading, especially of English. The very high-quality program is intrinsically linked to the curriculum.
- The whole school community is fully committed to developing reading skills and with reading a key feature in lessons in mathematics and science. Extensive professional development for teachers emphasizes the importance of the program.

**The school's implementation of reading across the curriculum is above expectations.**

### For development:

- Use digital applications and books in Arabic to support reading comprehension and a love of reading in Arabic.

## UAE Social Studies

- The social studies curriculum is very skillfully planned to cover all domains through an integrated approach. This is achieved in Global Issues, history and economics classes and enhanced by a wealth of resources and field trips.
- Students' critical thinking, problem-solving, and inquiry skills are highly developed; they interact and collaborate productively using technology for research.
- Most students demonstrate levels of knowledge, skills and understanding that are beyond the expected standards. They have a very good knowledge and awareness of relevant global issues, such as the effects of climate change.
- Assessment data indicates that most students make better than expected progress from their starting points, based on their class work and the increasingly complex projects undertaken as they move up through the grades.

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

## Innovation

- Students are creative, reflective, critical and innovative learners. As they progress through the school, they engage more critically and reflectively with assignments tasks.
- Many students demonstrate social responsibility in major projects, including senior 'Capstone' research and service learning. In these projects, students contribute new research and find innovative solutions to real world problems.
- Across the school teachers provide opportunities for students to achieve their goals and realize their potential; high quality resources optimize innovative approaches to learning.
- Multiple opportunities for students to develop and enhance innovation skills are effectively embedded throughout the core curriculum and the extra-curricular activities offered at every phase.
- Leaders have a clear, accurate understanding of how to innovate and improve the school. This is evident in their planning and the range of opportunities for innovation seen across the different phases.

**The school's promotion of a culture of innovation is systematic.**

## Main Inspection Report

### 1. Students' Achievement

#### Islamic Education

	KG	Elementary	Middle	High
Attainment	Not applicable	Weak	Weak	Weak
Progress	Not applicable	Weak	Weak	Weak

- The school does not offer Islamic education classes. As a result, students' attainment and progress are significantly below the Ministry of Education (MoE) curriculum expectations for this subject.

#### For development:

- Ensure that the school provides Islamic education according to the MoE guidelines for Muslims.

#### Arabic as a First Language

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

- Only a minority of students across the school have age appropriate speaking, reading and writing skills. Most demonstrate stronger listening skills. In the middle and high school grades students plan their ideas well. However, only most can write cohesively using correct grammar structures and with a few spelling errors.
- In the elementary grades most students can read aloud with the help of their more able peers and write simple sentences. In the middle and high school grades few can speak Arabic confidently. Only most can describe the main ideas of a text with evidence to support their views.
- The progress made by students in the elementary grades has improved as a result of better provision and resources. These improvements are not seen in the middle and high school grades, where students' progress is below expectations.

#### For development:

- Ensure that teachers have higher expectations of students' use of Arabic in lessons.
- Focus on improving students' independent reading and creative writing skills, particularly in the middle and high school grades.

## Arabic as an Additional Language

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

- Most students in the elementary phase understand, read and write a limited range of familiar words and phrases. In the other two phases, only a minority of students' study Arabic, and therefore, the overall achievement of students is below expectations.
- In the elementary phase students answer routine questions and understand simple instructions. Older students use their knowledge of grammar to substitute words and write a few short sentences. However, their skills in speaking, reading and writing are not in line with the expectations for their years of studying Arabic.
- The use of online digital reading applications has improved a minority of students' reading and writing skills in the elementary grades. It has not produced the same improvements for students in the middle and high school grades.

### For development:

- Ensure that all students in Grades 1 to 9 for whom Arabic is not their first language, study Arabic as an additional language.
- Develop students' linguistic skills, particularly their speaking, reading comprehension and creative writing.

## English

	KG	Elementary	Middle	High
Attainment	Outstanding	Outstanding	Outstanding	Outstanding
Progress	Outstanding	Outstanding	Outstanding	Outstanding

- Students identify themselves as readers and writers from Kindergarten through to Grade 12. At all levels they enjoy reading and writing for pleasure as well as for their academic work. Student narrative writing is creative and compelling. Their writing for research embodies rigor, hard work and critical thinking.
- Students are respectful and generous readers of each other's work. They provide constructive feedback in grammar, usage, and content. They take ownership of a student-centered English curriculum that enables them to develop their individual potentials, and which exceeds the grade level expectations.
- Students in the Kindergarten are writing short stories that are above expectations. Through the elementary and middle grades, students excel producing high level stories, literary essays and research papers. In the upper grades, many students are producing university-level writing.

### For development:

- Harness the full potential of data and information about students' progress to support excellence in learning in English.

## Mathematics

	KG	Elementary	Middle	High
Attainment	Outstanding	Very good	Outstanding	Outstanding
Progress	Outstanding	Very good	Outstanding	Outstanding

- Students are enthusiastic learners and develop strong skills of collaboration, analysis, calculation, problem-solving and mathematical vocabulary as they move up through the grades.
- Students in all phases excel when writing internal and external benchmark tests. In the high school phase students consistently score well on Advanced Placement Calculus AB and BC exams, as well as SAT I and II mathematics exams.
- In the elementary phase, students have strong skills of collaboration on project-based learning activities. In the middle and high schools, they demonstrate higher order and critical thinking skills in their applications of mathematics to real world problems.

### For development:

- Allow elementary students to attempt more tasks at different levels of difficulty so as to provide consistent challenges to all abilities.

## Science

	KG	Elementary	Middle	High
Attainment	Outstanding ↑	Outstanding	Outstanding	Outstanding
Progress	Outstanding ↑	Outstanding	Outstanding	Outstanding

- Most students demonstrate excellent knowledge and understanding of scientific concepts and practices. Internal assessment data and work samples show high levels of achievement.
- Students' MAP scores indicate that attainment is high in the elementary and middle grades. In the elementary grades, students' progress on the MAP tests is lower than their attainment of curriculum standards.
- A major strength is the students' abilities to acquire knowledge through open-ended investigations. Their reasoned approach enables them to think and behave like scientists. They frequently design models and engage in research that enables them to make predictions.

### For development:

- Ensure that students in the elementary grades make better progress, as measured by the MAP test data.



## Learning Skills

	KG	Elementary	Middle	High
Learning skills	Outstanding	Outstanding	Outstanding	Outstanding

- Students across all grades are enthusiastic about their lessons and are actively involved in tasks. They can work well on their own and rarely ask for help. They listen effectively to their teachers and other students, recognize their mistakes and persevere towards finding the right answers.
- From the Kindergarten, children collaborate very effectively and become more skilled collaborators as they progress through the school. They are highly adept at explaining what they are learning. They enjoy the challenges of problem-solving and experimenting, especially in science lessons.
- Students consistently and confidently apply their learning to different contexts, such as predicting what objects will weigh or writing for different purposes. In the upper grades, students apply their knowledge to creative art projects, service learning and research projects.

### For development:

- Continue to personalize the curriculum to support the intellectual and social development of each student.

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

	KG	Elementary	Middle	High
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- Students display very positive attitudes toward school and their learning. They show high levels of enjoyment of school life, especially when they have opportunities for practical activities. They are self-disciplined and their behavior is mainly exemplary in classes, when moving around the school or playing at recess times.
- Students are able to resolve minor differences amicably without adult intervention and are always polite and courteous toward adults. They work well together in the peer review processes and are sensitive to the needs of others. As a consequence, relationships are strong.
- Students have excellent understanding of how to lead healthy lives through knowing about healthy and unhealthy food. They talk knowledgeably about what food they should bring for lunch and know about the benefits of exercise.

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

- Across the school, students show appropriate understanding of the Islamic values of respect and tolerance and how they influence life in Dubai. In the social studies lessons in the Kindergarten they link kindness with the Arabic culture.
- Students show an appreciation of Emirati culture and history. They visit cultural places such as Al Bastakiyah in Dubai, and the Grand Mosque in Abu Dhabi. They respect the UAE National anthem, and some choose to continue to study Arabic after Grade 9 because of their passion for the language.
- From the Kindergarten children take pride in their own cultures and heritage. Elsewhere in the school students show a secure understanding of the richness of other world cultures. They participate in a number of cultural activities and reflect in their study on concepts such as, 'Global Citizenship.'

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

- Students are responsible members of the school and the wider community. They demonstrate a strong understanding of environmental and social issues locally and globally and with recognition for work on a sustainability project.
- Students are self-motivated and participate in numerous school programs to effect positive changes to the environment. These include, Earth Day, 'Roots and Shoots' water sustainability, World Food day, a composting project and a sustainable garden project.
- Students have a strong work ethic and an active voice in what happens at their school. They are innovative in their social contributions and creative projects, some of which are displayed throughout the campus.

#### For development:

- Increase the older students' understanding of Islamic values and Emirati culture and how they influence the society of Dubai.

### 3. Teaching and assessment

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

- The quality of teaching is very high and consistently so in almost all subjects. Teachers have strong pedagogy and high expectations for students' learning. Lesson plans are well-developed with effective time management and the use of resources.
- Teachers demonstrate excellent subject knowledge; they are reflective and motivated, participating in professional development and team meetings and the sharing of best practices. Co-teaching is very effective and provides opportunities for task differentiation and enrichment of the curriculum.
- Teachers use formative and summative assessments to provide consistent feedback to their students. They encourage students to take responsibility for their learning. They provide an exceptional environment for the development of twenty-first century learning skills, from the Kindergarten to Grade 12.

	KG	Elementary	Middle	High
Assessment	Outstanding	Very good	Very good	Very good

- The school makes very good use of the available assessment data to monitor students' attainment and progress. It aligns its school-based assessments very well with the curriculum standards in almost all subjects. It benchmarks students' outcomes at the international level using assessments such as, Measures of Academic Progress, and Advanced Placement examinations.
- The school has used data analyses to focus the curriculum on improving learning skills. Teachers use the data to differentiate their instruction by outcomes and to provide effective interventions. Differentiating the activities in lessons to meet the needs of different groups of learners is secure in the Kindergarten and developing very well in the three other phases.
- Although the school has provided teachers with professional development on using assessment data to differentiate instruction, the impact in the classrooms vary between subjects and grades.

#### For development:

- Ensure that assessment information is used more consistently to plan activities that meet the needs of the different groups of students in all subjects and grades.

#### 4. Curriculum

	KG	Elementary	Middle	High
Curriculum design and implementation	Outstanding	Acceptable	Weak	Weak

- Across the school the curriculum is developed from best practices and with careful attention to assessment data. In most subjects it is designed to enable each individual student to excel at their own pace and learn from each other in productive ways.
- Independent learning, critical thinking, and creativity are encouraged in most subject areas. Cross-curricular links are well planned and enhance students' understanding during themes of inquiry. A range of choices support students interests and future careers; this is particularly the case for high school electives.
- The curriculum does not comply with the UAE MoE statutory requirements for Islamic education, for a few grades in Arabic, as a first language, and in Arabic, as additional language, beyond the elementary phase. This non-compliance makes the curriculum judgement weak in the middle and high school phases.
- Moral education is taught by means of integration with the social studies program.

	KG	Elementary	Middle	High
Curriculum adaptation	Outstanding ↑	Good	Good	Good

- The school is successful, especially in the Kindergarten, at ensuring that teachers modify the curriculum to meet the needs of all groups of students. In the Arabic languages, the curriculum is not sufficiently adapted to meet the needs of students.
- The school embeds an excellent range of opportunities for enterprise, innovation, creativity and social contribution for all students. As such, they can choose from an extensive selection of extra-curricular activities, including sports and games, visual and performing arts, community service and student organizations.
- Appropriate learning experiences in social studies and other lessons provide opportunities for students to develop their understanding and appreciation of Emirati culture and UAE society. However, these are not as fully integrated into the curriculum as they should be.
- Arabic is taught daily in the Kindergarten for a total of 150 minutes per week.

#### For development:

- Ensure that the curriculum for Arabic is modified sufficiently to meet the needs of all students.



## 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

- The school has a comprehensive plan to ensure the health and safety of all, with policies and procedures that are well documented and effectively communicated to teachers, students, and parents. Child Protection training is a fundamental requirement for all staff including all newly hired personnel.
- Meticulous records are kept of safety procedures, clinic records, maintenance routines, transportation practices and security processes. The school's equipment and facilities are mostly well-maintained and provide a setting conducive to learning for all students.
- Healthy living is embedded in the school's culture, with a focus upon nutritious foods and snacks, exercise and making good choices.

	KG	Elementary	Middle	High
Care and support	Outstanding	Outstanding ↑	Outstanding ↑	Outstanding ↑

- Students are consistently well-behaved. They develop responsibility for their actions from an early age. Staff-student relationships are exemplary and contribute to the school's positive learning environment. Systems and procedures for managing and promoting behavior, attendance and punctuality are highly effective.
- The school has rigorous procedures that facilitate the early and correct identification of students of determination and those who are gifted or talented. Specialist staff collaborate with teachers in providing effective support for identified students. The quality of the support enables most students to make better than expected progress.
- Student well-being is closely monitored. A school-wide counselling service provides valued personal and academic guidance for all students, as well as career guidance for high school students.

### For development:

- Ensure that all washrooms and toilets have internal light switches.

## Inclusion of students of determination

### Provision and outcomes for students of determination

Very good

- The inclusion governor and champion strategically plan to oversee the effectiveness of provision and are held accountable for the outcomes. The board of trustees promotes a progressive commitment to inclusion, although this is not yet fully reflected in the school's admissions process.
- Specialist teachers use screening and assessment tools for the early identification of students' special needs, which leads to highly effective support. The school inclusion team has a knowledgeable understanding of the causes of difficulties in learning, which supports the effective planning and well-targeted provision by teachers.
- Parents are kept well informed about their children's progress. They attend school meetings, and actively engage in developing and reviewing their children's learning plans. Parents are positive about the school's work and support in meeting their children's instructional and emotional needs.
- The curriculum is appropriately modified to meet students' needs and ensure that they are well engaged and active when learning. Personalized support and additional interventions are effectively matched to student needs and facilitate the development of skills, confidence, independence and resilience.
- Careful monitoring and tracking provide accurate information on students' progress and which informs further interventions. Students' work and assessment data show that a large majority of students make better than expected progress from their starting points and overtime.

### For development:

- Adopt a more inclusive approach to the admission of students of determination.

## 6. Leadership and management

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

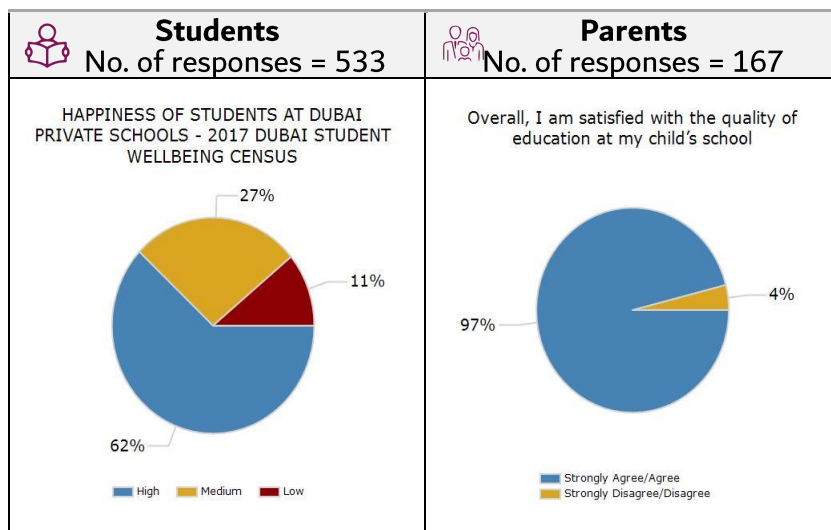
- Leaders share the vision, mission and beliefs of the school and work collaboratively to achieve it. Their communication is good, as is the professional collegiality among them. Consequently, staff morale is high, and the students are the beneficiaries, as they are enabled to achieve their dreams and become passionate learners. Leaders understand the best practices in curriculum planning, teaching and assessments of learning. The delegation of responsibilities is done to very positive effect.
- The school's self-evaluation processes have resulted in further improvements in the provision and outcomes of the school. Specifically, the Kindergarten is operating at a very high level of quality, with clear improvements evident in how well the children have learned about the world around them; the adaptations of the curriculum to better meet students' needs have been successful. The support and guidance for students is improved since the previous inspection.
- The school has highly involved parents and community partners who enthusiastically support and participate in activities and functions. Parental input is valued and recognized as beneficial in building the community. Communication systems are excellent, with leaders' very effective use of social media and online platforms. Reports on students' progress provide a holistic evaluation of their academic and personal development. The school successfully builds partnerships that engage students with social responsibility and sustainability at local, national and international levels.
- Effective governance of the school has resulted in outstanding academic and social outcomes for almost all students. The board of trustees continues to have a very positive influence upon the school, ensuring that the highest quality of facilities and resources are available to the teaching staff. However, they have not succeeded in ensuring that the school provides Islamic education to their Muslim students, as was recommended at the previous inspection.
- The school is well-managed, with consistent routines and procedures across all phases that support students' achievement. Highly qualified teachers benefit from sustained professional development that strengthens their teaching. Extensive resources support student learning, including well-equipped classrooms and libraries, access to interactive technologies, online databases and applications. Reviews of the facilities occur regularly, within a long-range plan for enhanced security policies and procedures.



### For development:

- The board of trustees and senior leaders should act to ensure that the school provides Islamic education for Muslim students and Arabic instruction in accordance with the MoE's requirements.

## The views of parents and senior students.

Before the inspection, the views of the parents and senior students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements.



 <p><b>Students</b></p>	<ul style="list-style-type: none"> <li>A large number of students responded to their survey. They report high levels of satisfaction with their lives at the school. Across all indicators, the students report slightly more positively than the Dubai averages. These indicators include cognitive engagement, friendship, safety, engagement with their teachers and overall happiness.</li> </ul>
 <p><b>Parents</b></p>	<ul style="list-style-type: none"> <li>A significant number of parents responded to their survey and their opinions also reflect very high levels of satisfaction with the quality of schooling provided to their children. Parents hold very positive opinions about the quality of leadership and teaching at the school. They believe their children are safe. Almost all parents indicate that they are regularly involved in activities at the school.</li> </ul>



## 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](mailto:inspection@khda.gov.ae)