



Al Ittihad Private
School (BR)

 Curriculum: US

Overall Rating:

Good



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

Sheikh Mohammed Bin Rashid Al-Maktoum



Contents

School information.....	3
The DSIB inspection process.....	4
Summary of inspection findings 2016-2017.....	6
Main inspection report	12
1. Students' achievement.....	12
2. Students' personal and social development, and their innovation skills.....	16
3. Teaching and assessment	18
4. Curriculum	20
5. The protection, care, guidance and support of students.....	21
Inclusion	23
6. Leadership and management	23
The views of parents, teachers and senior students	24

School information



General information

Location	Al Safa
Type of school	Private
Opening year of school	1998
Website	http://www.ipsjumeira.com
Telephone	00971-4-3945111
Address	P.O. Box 37090 Dubai, UAE
Principal	Nehad Saeed Al Shamsi
Language of instruction	English
Inspection dates	20 th to 23 rd March 2017

Teachers / Support staff

Number of teachers	146
Largest nationality group of teachers	Lebanon
Number of teaching assistants	40
Teacher-student ratio	1:15
Number of guidance counsellors	1
Teacher turnover	20%

Students

Gender of students	Boys and girls
Age range	4-18
Grades or year groups	KG 1-Grade 12
Number of students on roll	2169
Number of children in pre-kindergarten	None
Number of Emirati students	1941
Number of students with SEND	73
Largest nationality group of students	Emirati

Curriculum

Educational permit / License	US
Main curriculum	US
External tests and examinations	MAP, CAT4 SAT, TOEFL/ILETS
Accreditation	NEASC
National Agenda benchmark tests	MAP, CAT 4



The DSIB inspection process



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

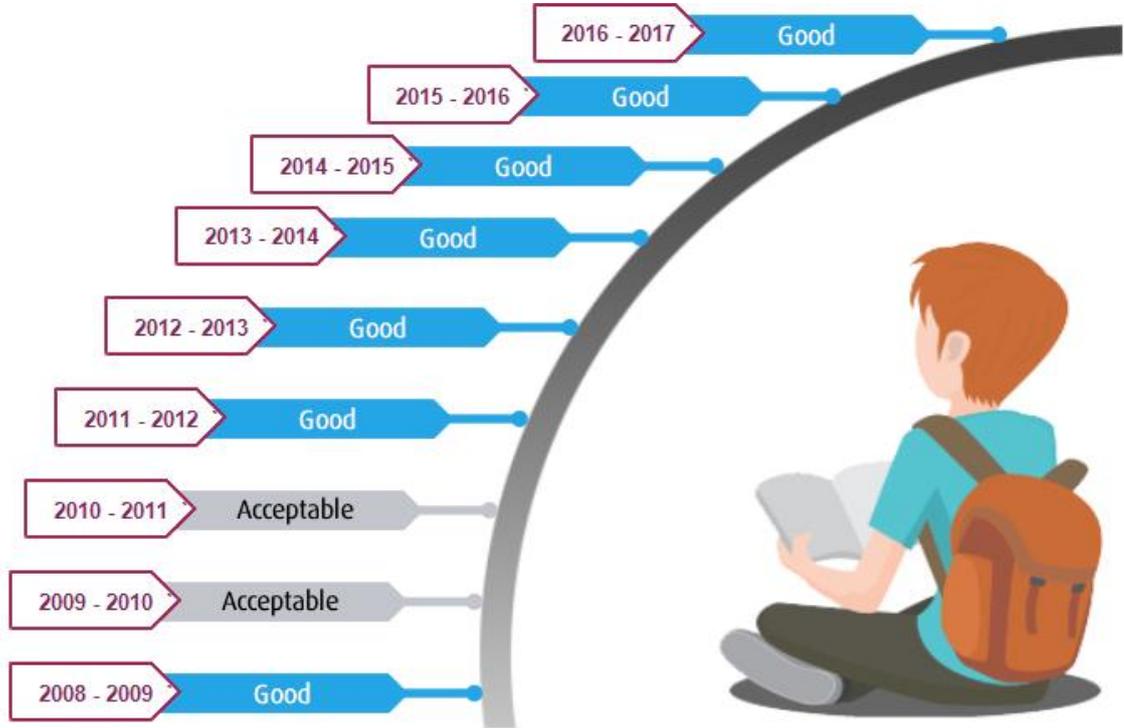
Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

Judgements are made on a six-point scale

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

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

Inspection journey for Al Ittihad Private School (BR)



- The school has 2169 boys and girls aged from three to 18 years old from the Kindergarten to Grade 12, which is similar to the previous year. Teacher turnover was 20 per cent, compared to 11 per cent in the previous year. The school opened in 1998.
- Previous inspections have acknowledged strengths in terms of attainment and progress, students' personal and social development, their understanding of Islamic values and environmental awareness. Health and safety as well as care and support have been strong features along with leadership of the school in recent years.
- Recommendations over time have focused on further improving attainment and progress, as well as improvements in teaching, learning, and assessment. Previous reports have also mentioned the curricular choices and the need for improvement in the provision for students with SEND.

Summary of inspection findings 2016-2017



Al Ittihad Private School (BR) was inspected by DSIB from 20th to 23rd March 2017. The overall quality of education provided by the school is **good**. The section below summarizes the inspection findings for each of the six performance indicators described in the framework.

- Students' attainment and progress are very good in the Kindergarten (KG) and generally good elsewhere. Students' problem solving and critical thinking skills are developing across the curriculum as a consequence of the school's focus on innovation.
- Students' personal and social development is outstanding in the KG and very good elsewhere. Their understanding of Islamic values and other cultures, and their community and environmental awareness are outstanding. Attendance is very good overall but a minority of students arrive late to school for the start of the day.
- The quality of teaching is very good in the KG, and good elsewhere. Teachers demonstrate very good subject knowledge and purposeful lesson planning, Relationships are strong, but differentiation is weaker. Assessment is very good in the KG and good elsewhere with much evidence of ongoing development and improvement.
- The school follows the US (Californian) curriculum with attention given to the requirements of Islamic education and Arabic languages. Modifications to the curriculum for students with special education needs and/or disabilities (SEND) are strong, but higher attaining students are not always challenged in their lessons.
- The provision for health and safety is very good in the three upper phases. The school has effective procedures for the safeguarding of students, including child protection. The protection, care and support of students is very good with strengths in terms of positive relationships, promoting attendance and the identification and support of students with SEND.
- The principal, supported by capable senior and middle managers, promotes a clear vision for the school and has a secure understanding of its strengths and weaknesses. Self-evaluation is detailed, relationships with parents are strong, and governance is good. Management, facilities, staffing and resources are good.

What the school does best

- Attainment and progress are at least good across all core subjects and very good in the KG. Students' learning skills are good across all phases and very good in the KG.
- Students' personal and social development and their innovation skills are either very good or outstanding.
- The qualities of teaching and assessment in KG are very good and are supported by an outstanding curriculum.
- The principal, effectively supported by her senior and middle leaders, has a clear understanding of the strengths of the school and an appreciation of exactly what is needed to bring about further improvements.

Recommendations

- Improve the quality of teaching and learning so that it is at least very good in order to raise attainment and progress by ensuring that:
 - instruction and work are more closely matched to students' individual needs and students of all ability levels, especially higher attaining students, so that they are appropriately challenged in all classes
 - the gap between the achievement of boys and girls is reduced by raising teachers' expectations of what boys can do and achieve
 - questioning techniques to support learning are more effective in challenging and developing higher order thinking skills
 - there is greater consistency in the quality of teaching and that exemplary practice is shared across the school
- Review the provision of safeguarding and child protection to ensure that all policies and practices are rigorously and consistently pursued and that the school develops an uncompromising culture of safeguarding which is shared by all staff.

National Agenda Parameter



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

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

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

- Attainment based on the National Agenda Parameter (NAP) benchmarks is below expectations in English, in math, and in science.
- The school meets the registration requirements for the NAP.
- There is a comprehensive analysis of the NAP data. This has enabled the school to produce a detailed and full action plan in the various aspects related to the National Agenda. Tracking of students' achievements has been developed. It informs individual class teachers of the performance of their students. Governors, parents and students have a clear understanding of the project and the outcomes of the NAP tests. Training of staff on the interpretation and use of data has been provided.
- A comprehensive analysis of TIMSS and PISA reports occurs. This results in changes to all pertinent areas of the curriculum. The curriculum is fully aligned with the strands and domains of the tests.
- Real world applications and student-centered activities are features of lessons in most subjects. Strategies to encourage students to take responsibility and think creatively about their projects are employed. In all subjects there is an emphasis on investigation, innovation and the highlighting of cross-curricular links.
- Students have a secure understanding of their results from both the NAP tests and CAT 4 cognitive ability tests. Personal targets using the MAP goal setting sheets have been developed. Students' research work is developing and is supported by appropriate library facilities and technology.

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

Overall school performance

Good

1 Students' achievement

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

	KG	Elementary	Middle	High
Learning skills	Very good	Good	Good	Good

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

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

3. Teaching and assessment

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

4. Curriculum

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

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

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

6. Leadership and management

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

Main inspection report



1. Students' achievement

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

- The large majority of children reach levels in English that are above curriculum standards. Children make very good progress to develop their speaking and early reading skills. They are able to say initial sounds and can use their phonic knowledge to segment and sound out simple words. Attainment and progress in writing is less strong. Children in KG2 are given opportunities to form letters and practise simple writing, using their early reading and phonic skills. The more able children are beginning to write in sentences.
- In mathematics, children develop a very good understanding of number and of shape. The large majority of children in KG2 can identify numbers such as, one more than, and one less than. They use practical resources to carry out addition of two single digit numbers. They can name basic 2D and 3D shapes, and compare their properties. Children are given many opportunities to practice and develop their skills in activities such as role-play and shopping. However, problem solving skills are under developed. The understanding of addition and subtraction is at an early stage of development.
- A large majority of children attain levels above curriculum standards in science. Children can talk about things they have observed, such as magnets attracting some metals, and are given practical opportunities to develop their independent learning. They can apply their knowledge to make real world connections and gain an understanding of different scientific concepts. Children in both year groups are developing confidence in using investigation techniques to develop their knowledge of their world. As a result, progress is very good.

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

- The majority of students attain levels that are exceeding curriculum expectations in their understanding of Islamic practices and concepts, such as the Pillars of Islam and Iman. Students are able to give examples of Islamic manners and values, such as the love to family members. The majority of students can memorize verses of the Holy Qur'an. They can apply recitation rules. They can explain the key points in Hadeeth and they can talk about main events in Seerah. In lessons the large majority of students make better than expected progress as measured against learning objectives. There has been significant improvement in recitation skills.
- In Arabic as a first language lessons, the majority of students' work reflects levels of attainment that are above the curriculum standards. They are able to read familiar and unfamiliar scripts aloud with few errors and a majority understand the implicit and explicit meanings. Students are able to identify the different types of writing and analyze the main elements of a story. Speaking and creative writing skills are variable. Analysis of the schools internal assessments data and students' work samples confirms that the majority of students make good progress in their listening, speaking, and reading skills. Their writing skills are developing. There are common errors when they use verbs and pronouns, and in their sentence structure and spelling.
- In Arabic as an additional language most students' language acquisition skills are above curriculum expectations. The majority of students understand the main points from short passages written in familiar language. They can ask and answer simple questions. When reading, they understand the main points. They can write a short sentence. Progress for the majority is above expectations in the development of their language acquisition skills. They make themselves understood with little difficulty as their pronunciation is generally accurate. However, they make errors in the use of the feminine and masculine forms of adjectives and verbs.
- In English, internal assessment results indicate that the large majority of students are making or exceeding expected progress. However, external MAP assessment results demonstrate that students perform below the international benchmarks. The rate of students' progress overtime in English language skills is better in the lower grades. Grade 5, students can use compound sentences with greater variety.
- In math, internal assessments indicate that most students meet and a large majority exceed curriculum standards, attaining at a better than expected level. Students' performance in the international benchmarking tests is less successful with overall results indicating below average attainment. Although students show good levels of knowledge and skills their skills of reasoning are weaker. All groups of students, including SEND students, make consistently good progress against their learning objectives. Grade 4 students are competent working with equivalent fractions. Most students show a fluency with basic number and have the confidence to problem solve.

- In science, a majority of students exceed expectations in their knowledge and understanding of scientific concepts and in the progress that they make in lessons and in internal assessments. The inquiry based approach to practical science in this phase, ensures that students make good progress in the development of their skills. As a result students are able to make predictions, construct hypotheses, make observations and draw inferences during investigations into both life and physical sciences. Students develop their scientific skills during inquiry based lessons. However, not all students make the expected progress because the approaches to differentiation, especially for boys, are ineffective.

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

- In Islamic lessons and in recent work, the attainment of the majority of students is above Ministry of Education (MoE) curriculum standards. Students can discuss some topics such as tolerance, in depth. They show good progress in their understanding of the reasons behind the Islamic Fiqh-Laws and acts of worship, such as Friday prayer. They have a good awareness of Hadith and can give a brief summary about the reason behind some events in Seerah. Students show good application of Tajweed rules in Qur'an recitation, and they make steady improvement in critical thinking skills.
- In Arabic as a first language, a majority of students' work is above the UAE MoE curriculum standards. The results of internal assessments are above the curriculum expectations. Over time and in their lessons, students demonstrate effective use of strategies to summarize text. Their reading comprehension and listening skills are stronger than their creative writing skills. Students' use of vocabulary is developing, however writing techniques, particularly those of boys, are less secure.
- In Arabic as an additional language, the majority of students display levels of knowledge and understanding that are above curriculum expectations. The majority of students are able to read and understand opinions when presented orally. They can answer a range of questions and give opinions. Their writing skills are developing. Their formal and informal writing contains few grammatical and spelling errors. In lessons, students make good progress in developing their listening, speaking and reading skills.
- In English, students' internal assessment results, as well as their classroom work, show literacy knowledge to be above curriculum standards. However, in external assessments, this is not the case. All groups of students make good progress in lessons and over time, with students progressing well in their oral speaking and writing skills. However, a gap in levels of attainment between boys and girls, is evident.

- In math, a majority of students' attainment is higher than expected against the planned curriculum. A majority of students are competent mathematicians, although they do not achieve as well in the benchmark tests when compared to students internationally. Over time, students develop their mathematical knowledge well and can persevere with problems. All groups of students, including those with particular needs, make better than expected progress, in relation to their start point and over time.
- In science the attainment and progress of a majority of students as observed in lessons and over time, are above curriculum expectations. Through an inquiry based approach to learning science, students attain well, and make good progress both in their knowledge and understanding of increasingly complex scientific concepts and also practical and research skills.

High		
Subjects	Attainment	Progress
Islamic education	Good	Good
Arabic as a first language	Good	Good
Arabic as an additional language	Not applicable	Not applicable
English	Very good ↑	Very good ↑
Mathematics	Good	Good
Science	Good	Very good ↑

- In Islamic education, the attainment of the majority of students against MoE standards, is above expectations. Students make better than expected progress in gaining knowledge, skills and understanding of Islamic manners and values, as measured against the learning objectives in lessons. In Holy Qur'an recitation, students follow the rules and have the ability to explain them. The majority of students can infer from the Holy Qur'an and Hadeeth the Islamic laws such as verses of Surat Al Noor, and they can discuss the application of what they have learned to their own lives.
- In Arabic as a first language, the attainment of the majority of students' reaches levels above the expected curriculum standards. In their work and in lessons, the majority of students, and particularly older ones, show strong speaking, listening, reading and writing skills. They are able to use evidence from real life stories and media sources to develop and express strong points of view. In lessons, the majority of students make good progress, and develop a variety of ideas. Students can confidently organize their thoughts and link them successfully to present their arguments. However, a minority of boys struggle when presenting their arguments in standard Arabic.
- In English, levels of attainment for large majority of students are better than expected, when measured against internal test results and curriculum standards. They are able to make critical responses to text and draw on text to support opinions about the writers' purpose and intended meaning. A large majority of students are able to give research-based presentations, evaluate a presentation's effectiveness and engage in relevant discussions.

- In math, when measured against internal curriculum standards, students' achievement is higher than expected. However, student attainment in the international benchmark tests is below levels achieved worldwide. Students' knowledge and understanding of key concepts is good. Students in Grade 11 show competence in calculating compound interest. Students are able to present solutions and justify their conclusions in the most suitable form. The progress made by all groups of students, including those with SEND, is consistently at a better than expected level.
- In science, attainment for the majority of students is above expectations. Over the past three years, a large majority of students make better than expected progress. The impressive achievements of a smaller group of students in Think Science and other competitions celebrates the increasingly innovative and successful work of a rapidly improving department. There is a difference in the attainment of boys and girls in Grade 10, where boys did not achieve as well as girls.

	KG	Elementary	Middle	High
Learning skills	Very good	Good	Good	Good

- Across all phases of the school, students enjoy their learning. Across the upper three phases, in a range of subjects, boys are sometimes harder to engage than girls. In these instances, they are more dependent upon their teachers and take less responsibility for their own learning. This occasionally impacts negatively on students' levels of achievement. Many students know their strengths and can explain what they need to do to improve.
- Collaborative work, especially involving problem solving and inquiry, is a common feature and a strength in many classrooms. Students generally interact well and value each other's contributions. This is particularly the case in KG. Students also support each other very well and enjoy class discussions. They communicate their understanding of a range of topics clearly.
- Across a range of subjects, students successfully apply aspects of their learning in real world contexts. This is especially evident in math and science. Many lessons make appropriate links to a UAE context and students see the relevance of this. Extra-curricular learning and a range of successful and innovative competition entries add an extra dimension to integrated learning.
- The use of IT in lessons is common place and it is typically well used, supporting good teaching and promoting effective learning. Students skilfully use technology and other resources to find things out for themselves, and to assist in their problem solving and inquiry based learning.

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

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

- Across the school, students have very positive attitudes. They are frequently responsible and self-disciplined. Girls in particular respond very well to critical feedback and teachers' instructions.

- Students are very well behaved across all the phases. There is mutual respect and healthy interpersonal relationships particularly in the KG. Older students talk confidently about ways to resolve differences in opinions and therefore contribute to the development of a harmonious learning community. Bullying is rare and, when it happens, it is dealt with promptly.
- This is a school in which students are considerate and respectful of each other including those who need additional help in lessons, as they share resources and help each other. The older students are involved in peer tutoring to support others in the lower grades. The staff appreciation project is one example of the students' positive relationships with teachers and other staff.
- In KG, children demonstrate a strong understanding of aspects of a healthy lifestyle, such as the need to eat healthy food and maintain good hygiene. Healthy meal options are available in the canteen and parents are encouraged to provide their children with healthy food. The school regularly provides safety awareness campaigns across a range of issues, including child protection and road traffic safety procedures.
- Students' attendance and punctuality are very good. While a minority of students arrive late to the school in the morning, most understand the importance of being on time.

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

- Students across all phases, including children in KG, have outstanding knowledge of Islamic practices and values. They fully appreciate the relevance and impact of these values on everyday life in the UAE. They put into practice what they learn from their understanding of Islamic values. They show a mature level of understanding and responsibility as role-models and tolerance ambassadors in contemporary UAE society.
- Displays around the school show respect and appreciation of the UAE heritage and culture. Students are very proud of all UAE initiatives such as the Year of Giving. Students, especially in the higher phases, initiate and participate in a range of cultural activities, such as National Day celebrations and charity events.
- Students appreciate their own culture and other world cultures. For example, on International Day, they celebrate and show experience and knowledge of cultural diversity especially in Dubai. They are aware of common elements between cultures such as good values, and they recognize the importance of tolerance and acceptance.

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

- Students are proactive, responsible and they understand their roles within the school community. They volunteer, initiate and frequently lead activities. Many students are volunteer readers and helpers who participate in the 'Year of Giving'. They invite participants to 'Grandmothers Day' to celebrate their contributions to the UAE society. Students undertake leadership opportunities such as being members of the 'Students Board of Happiness'. Children in each KG class select a happiness representative of the day.
- Students show a very positive work ethic and frequently take the initiative. Through planned activities, such as the mind accelerator program, students suggest possible future jobs and skills. They also think of ways to maintain some existing jobs that might disappear. Through their participation in the career days and work experiences, students are becoming more self-disciplined, confident and entrepreneurial. Students encourage innovation through the 'Think Science' competition and initiate a number of projects such as the 'Newspaper Cuttings from Garbage into Gold', and 'Power Touch'.
- Students care for their school and are well aware of climate change issues. They are able to formulate new ideas to reduce the pollution in the UAE, such as the 'ultimate battery' project, and the 'solar roads' project. Students think critically about the environmental challenges facing the UAE in the 21st century and embrace the 'reduce, reuse, and recycle concepts'. Students take part in schemes to support the environment such as the 'Compost Collection Station' and participate in events such as the 'Inter-cultural fair' to discuss ways to improve the sustainability of resources.

3. Teaching and assessment

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

- Most teachers demonstrate very good subject knowledge and they apply this knowledge effectively when planning and delivering lessons. Many, especially in KG, carefully consider the ways in which students learn and address this in their planning. Teachers work hard to accommodate students' individual needs, especially when working with concepts and skills that students typically find most challenging.
- Teachers put significant effort into planning lessons. This results in varied, purposeful lessons, which build effectively on prior learning. They resource lessons well, providing learning environments which interest students. The effective use of IT as a tool for teacher-class interaction, as well as for research, is commonplace. Appropriate lesson objectives are routinely set and shared with students. Time is used well to maximize student learning.
- Teacher-student interactions are positive. As a result, students' engagement is positive; they are enthusiastic learners in most lessons. Teachers use higher order questioning skills well in Islamic education and science. However, overall, the development of higher order thinking skills is inconsistent across all subjects and phases.

- Teachers construct lesson plans that address the varied needs of different students and groups of students. These plans are usually well-informed from the school's assessment data. Differentiated learning activities are not always effective. They are frequently limited to slightly modified worksheets and one-to-one support. The most able students are not always appropriately challenged in all lessons.
- Most teachers encourage students to become more independent and to take responsibility for their own learning. Critical thinking is promoted well in some subjects, as is problem solving and inquiry based learning. As a result, a majority of students gain confidence in their own abilities and become more self-reliant as learners.

	KG	Elementary	Middle	High
Assessment	Very good	Good	Good	Good

- There are comprehensive assessment systems in place across the school. All students are subject to baseline testing at the beginning of each semester. There is frequent formative and summative assessment of students. Internal assessment is linked closely to the school's curriculum standards and provides data which enable teachers to track students' progress. In KG, rigorous and accurate assessment enables progress to be tracked.
- The school is making increasing use of international benchmark cognitive and achievement testing. This allows the school to make national and international comparisons of each student's attainment and progress. Students in the top two grades have access to the SAT1 tests. The data gained from the external testing is comprehensively analyzed. This enables the identification of individual performance.
- Analysis of data is a strong and is a developing feature of the school. The analysis allows the school to identify trends in attainment and progress which helps provide further support for individual students. Assessment data is analyzed and used very effectively to modify teaching for specific children. Information is shared and enables the production of individual student targets. All of the outcomes from assessments are shared with students and parents to ensure that all understand their meaning.
- Senior leaders and teachers make effective use of the information. Using the analyzed data, modifications are made to the curriculum which enable lesson plans to be more focused on improving student performance. Subject departments are beginning to make effective use of the full range of data available. For example, in science, plans are in place to make greater use of the student profiles.
- Teachers generally know the strengths and weaknesses of their students. Assessment to support learning is a developing feature in all phases and teachers ensure that students receive feedback. In Islamic education, oral feedback helps students to improve their work. Self and peer assessment is an effective tool, which is helping students to share understanding. Teachers' questioning techniques to support learning are not fully effective in challenging and developing students thinking skills.

4. Curriculum

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

- The curriculum has a clear rationale aligned with the California Common Core State Standards. It has breadth and balance across all subjects. It is relevant and promotes innovation, as well as challenge. For example, in KG, the core subjects are enhanced by additional classes in Islamic education, physical education, IT and Arabic.
- The curriculum is planned effectively to build on what students have previously learned and prepares them well for their next stages in learning. In science, students are able to build on additional electives as they move up the school. The curriculum also identifies 'power standards' as a focus. Atlas Rubicon is used to align assessments to the curriculum standards.
- Students have better course options. In high school, the school has adjusted the curriculum, due to student feedback and interest, and provides older students with opportunities to select courses as they move towards graduation. An appropriate range of extracurricular activities and community links benefit students' academic and personal development. This is particularly strong in Arabic as a first language, Islamic education and in the KG. New this year is the 'Be Heard' program that brings students together to plan enhancements to their school experience.
- Cross-curricular links are planned to ensure that students' skills across a range of core subjects are developed in meaningful and interesting contexts. There are good examples in KG where numerous opportunities feature prominently for creativity and links to the community, through field trips and visiting speakers.
- The curriculum is reviewed annually with input from teachers, department heads and students. Internal and external assessment outcomes are used to guide the school's review and development. This effort is a collaboration across the school. In math, the department conducts regular reviews and adjusts the curriculum based on students' achievements from a range of assessments.
- The school teaches the MoE social studies curriculum. Social studies is taught in English as well as in Arabic, often as an integrated subject. It establishes a few curriculum links with other subjects, such as Arabic and science. The curriculum is planned appropriately to incorporate concepts, knowledge and skills of the UAE social studies framework. Teachers have a secure subject knowledge and plan lessons and topics effectively. In the high school, students in the upper grades have a variety of choices, such as micro and macroeconomics. Critical thinking and research skills are emerging features in a majority of lessons.

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

- The schools curriculum, for students with special educational needs and disabilities (SEND) is organized and modified effectively to ensure the academic and personal needs of students are met. Students are engaged in relevant and meaningful learning opportunities in most subjects across all phases. Teachers promote a secure and welcoming learning environment. Positive relationships are the norm in most classes. Lesson plans include differentiated instruction and goals for students within SEND classifications. Teachers generate student friendly tests that are often differentiated and modified to accommodate SEND students learning and assessment needs. Strategies to maximize opportunities for and minimize barriers to learning are consistently implemented. While, lesson plans provide differentiated strategies based on SEND classifications, a few examples lack specific best practices for targeted children.
- The curriculum is interesting, providing a range of opportunities to motivate most students. Students have opportunities to engage in activities that promote enterprise, innovation, creativity and social contributions. An appropriate range of extracurricular activities and community links benefit students' academic and personal development. There are ample planned opportunities for most students to engage with projects involving the local community. These include the Breast Cancer Awareness campaign, the House of Giving, Career Day and the Innovation Fair. Student involvement in these activities results in benefits for both the community and the students' academic and personal development.
- Coherent learning experiences are embedded through all aspects of the curriculum to enable all students to develop a broad understanding of the UAE's culture and society. The school celebrates Emirati culture and UAE society by participating in the National and Flag Days. Students are encouraged to maintain their language, their heritage and their roots, while thinking and acting globally.

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

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

- The school has well-established policies and procedures for the safeguarding of students. These include comprehensive child protection procedures. The staff follow these policies to ensure children are safe. However, the school does not always maintain adequate logs of safeguarding referrals and associated communications.

- Effective policies and procedures guide the school’s provision of a safe and secure environment for all students and staff. Whilst all health, safety and security policies are reviewed regularly, the school does not always manage risks effectively, especially with regard to procedures for emergency evacuation and school transport.
- Buildings and equipment are regularly checked and are very well maintained.
- The school premises are safe, secure, and well suited to the learning needs of all students including SEND students. This ensures that students are generally safe while participating in a range of varied and challenging activities.
- The school’s approach to promoting the health and wellbeing of students is very effective. Medical staff are attentive in their care of students. Routine checks and detailed records are used to monitor students’ health and well-being. School meals are nutritious and varied, and the school promotes healthy lunch choices.

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

- Students across all stages have respectful and positive relations with teachers and they consistently demonstrate care and concern for each other. All staff promote positive attitudes to learning. This has led to very commendable behavior across all phases.
- The school’s arrangements to promote high levels of attendance and punctuality are very effective. The school systematically monitors and follows up unexcused absence and late arrivals to class. Students respond well to rewards for good attendance and punctuality.
- The school has well developed systems to identify students with SEND and those who have gifts and talents. The school successfully uses its very positive partnerships with students, parents and partner agencies to develop appropriate interventions. These interventions are helping students to make progress in their learning.
- The school provides high quality support for students with SEND. This enables them to make progress in their learning. Most teachers are skilled in planning relevant and meaningful tasks and activities to meet the differing needs of individual learners.
- The school supports the personal and social development of students through its recently implemented moral education program. Older students benefit from a careers guidance program which is preparing them for their future careers, international assessments and further education.

Inclusion

Provision and outcomes for students with SEND

Very good

- The school is successful in ensuring that most teachers modify the curriculum to meet the needs of all groups of students. Provision for students with SEND is organized and modified effectively by a highly qualified professional in response to the academic and personal needs of the students. This ensures that students are well engaged within relevant and meaningful learning opportunities in most subjects and guides continuing development.
- A rigorous system of practices and procedures is in place to ensure the early identification of students' individual needs. The school collaborates with students, their parents and external professionals to inform the development of appropriate interventions and accommodations to support teaching and learning.
- Parents of children with SEND are positive about the quality of service provided for their children. Many are fully involved in the planning of their children's education plans. They are kept informed of their children's progress towards the achievement of academic and social targets.
- Mainstream teachers promote a secure and welcoming learning environment. Positive teacher-student relationships are the norm in most classes across all phases. Lesson plans across subjects include differentiated instructions and goals for students within SEND classifications. Teachers follow set criteria to generate student friendly test and activity papers in most cases across all phases. Strategies to maximize ability and minimize barriers to learning are consistently implemented across all phases in most classes observed during the inspection. In some cases, however, while lesson plans are in place with differentiations based on SEND classifications, they lack specific best practices for individual children. In rare cases, even though appropriate plans are in place, they are not followed precisely and differentiated instruction is lacking. Since the last inspection, the school has provided professional development activities on planning for and implementing differentiation strategies for all teachers.
- The Head of Inclusion (SENDCo) carefully monitors the assessment results in the subject areas across all phases. Overall, students' progress is good in most subjects. SEND students' show sustained progress which, in many cases, parallels progress made by their peers.

6. Leadership and management

The effectiveness of leadership

Outstanding

- The principal and her senior leaders have a clear and determined vision for the school. Their goal to develop a generation of heritage guardians and global thinkers is well supported through the school's commitment to the UAE vision and the ethos of the school. Relationships are strong and teachers are confident in the leadership of the school.
- Leaders at all levels demonstrate a confident understanding of the US curriculum and the additional requirements for Islamic education and Arabic. Teachers across the school have a very good understanding of best practices in teaching, learning and assessment. Middle leaders feel empowered and accountable for the performance of their areas.

- Relationships and communication between the school and its stakeholders are highly professional and consistently effective. Middle leaders are determined, knowledgeable and passionate. Staff morale is very high and most teachers say they enjoy working at the school.
- Leaders have a clear understanding of the strengths and weaknesses of the school and their particular areas. They know exactly what they need to do to improve. This is reflected in the school development plan and department action plans. Indicators of success, such as the results in external assessments, are increasingly being analyzed to identify areas for improvement. All staff are clear about how their involvement contributes to the school's wider success.
- Leaders are working with determination and success to improve all aspects of the school especially the quality of teaching and learning, the development of higher order thinking skills, and improvement of Arabic and Islamic education in the middle school. Staff are receptive and open to external evaluation. The school is compliant with statutory and regulatory requirements

School self-evaluation and improvement planning

Very good

- Evidence to support self-evaluation is gathered from a range of sources, including external and internal data, analysis of teaching and learning, and parent questionnaires. The school's self-evaluation is detailed and lengthy with much evidence offered and analysis undertaken. The school leaders know the school very well and understand exactly what has to be done to improve further and continue the journey towards being very good overall.
- The school leaders regularly monitor and observe lessons across all phases. The quality of teaching and learning is evaluated accurately and moderated to ensure consistency in application. However, there is insufficient analysis of the data obtained through this monitoring. Consequently, key strengths, weaknesses and trends in the schools teaching provision are not identified. This restricts opportunities for improvement planning.
- Self-evaluation is slightly generous and, in places, it is difficult to separate evidence from evaluation. The school offers a detailed development plan which aligns very closely to the findings of this inspection. Strategic and operational actions are identified. Time scales are provided, although regular updates on progress towards meeting actions is not always included. Detailed department action plans are provided but the format of these is inconsistent and does not always match the school plan.
- The school has made considerable progress in addressing the recommendations from the previous report. The quality of teaching and learning is better, higher order thinking skills are identified better and Arabic and Islamic education in the middle school have improved. Strengths in other areas, noticeably the provision for students with SEND and the work in the KG, have been maintained.

Partnerships with parents and the community

Very good

- The school involves parents very effectively in their children's learning and in the life of the school. Parents' views and ideas are valued and there are many opportunities for parents to engage with the school and support their children's achievements. Parents are very supportive and involved in the life of the school. Through a wide range of events, parents are informed about key developments regarding the education of their children.

- There is a strong partnership between parents and teachers. Parents are very well informed about the progress their children make in learning and their personal and social development. Communication between the school and parents is highly effective. The school has an open door policy and parents are always welcome. The school keeps rigorous and comprehensive records and promptly acts upon parents' complaints and concerns.
- Students' academic progress and personal and social development are regularly reported to parents. They are well informed about their children's next steps in learning and have many opportunities to meet with their teachers. The parent-teacher meetings provide very effective opportunities to build home school partnerships that have a positive impact on students' learning.
- The school provides numerous opportunities for parents and their children to become involved in the local community. Parents are encouraged to support their children to become involved in community and country wide initiatives, and students engage in a variety of fundraising activities. The school's partnerships with international communities effectively enhance and widen learning experiences for students.

Governance

Good

- Members of the governing board are keen and enthusiastic supporters of the school. The board does not include representation from parents but they are informally represented through meetings and contacts. In general, the board responds promptly and constructively to stakeholders' concerns.
- The governing board regularly monitors the work of the school. They bring a range of experiences and expertise to the work of the school. They have a secure understanding of the school and its strengths and weaknesses. Governors are not sufficiently involved in the school's self-evaluation, including the judgement on governance.
- Governors exert a positive influence on the school and support leaders to meet their commitment to parents. The governing board ensures that the school is adequately staffed and resourced. Governors check that the school complies with all statutory and regulatory requirements.

Management, staffing, facilities and resources

Good

- The school runs smoothly on a daily basis. Systems and procedures are well established and staff and students know what is expected of them. This supports the school's aim to provide a positive learning environment.
- The school recruits teachers with appropriate qualifications particularly in Arabic and Islamic education. Staff benefit from a well-organized program of staff development and regular meetings, to review their work and plan for improvement.
- The premises are well cared for and accessible to students with physical disabilities. The school offers a good range of specialist facilities. These include well-stocked libraries, indoor and outdoor sports facilities and spacious classrooms and play areas. However, the building does not provide sufficient accommodation for Grade 6 students to work alongside their middle school peers. The science areas have limited space for large groups of students.

- The school has a good range of learning resources which enables the curriculum to be taught well. The KG children have accessible play equipment that promotes their physical development. Teachers and students make good use of interactive white boards in classrooms to provide variety to students' learning. In some classes students use tablet devices with controlled internet access for research.

The views of parents, teachers and senior students

The views of parents, teachers and senior students

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

Responses to the surveys		
Responses received	Number	
<p>Parents*</p>	2016-2017	503
	2015-2016	159
<p>Teachers</p>	130	
<p>Students</p>	286	

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

- Most of the parents who responded to the survey express satisfaction with the quality of education provided by the school. They state that their children enjoy school and almost all agree that their children are safe at school, including using the internet and social media. Most parents feel that their children are developing a good awareness of the UAE and have a good understanding of the importance of Islamic values in Dubai.
- Most parents agreed that the school is well led. However, a minority feel that teachers do not know their children's strengths and weaknesses, and do not add comments to identify areas for improvement in their children's work. Parents' comments also include the view that students are not being sufficiently prepared for examinations or supported well enough to develop their Arabic or English.
- Teacher feedback is positive and most say that they enjoy working at the school. Almost all teachers say they know students' strengths and weaknesses well but approximately one quarter of students disagree. Most students feel happy and safe in the school but a minority are concerned about teaching and leadership. Teachers and students do not feel that the school offers a good range of extra-curricular activities.

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