

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

# Inspection Report 2018-2019

**Universal American  
School - Branch**

11 YEARS OF INSPECTIONS

**Very good**

Curriculum  
**US/IB**



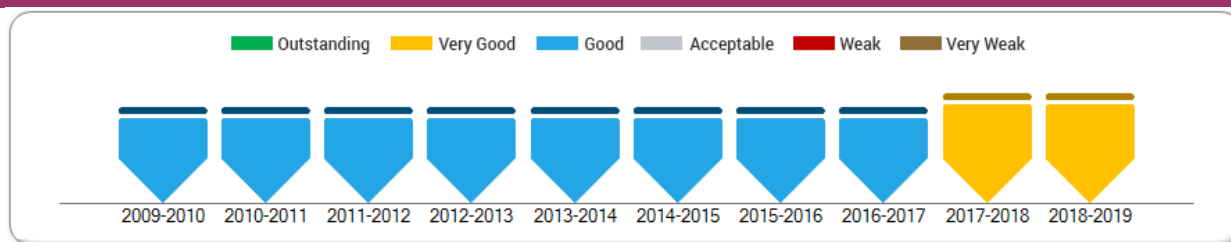
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## School Information

|                     |                                       |                           |
|---------------------|---------------------------------------|---------------------------|
| General Information | Location                              | Ras Al Khor               |
|                     | Opening year of School                | 2005                      |
|                     | Website                               | www.uasdubai.ae           |
|                     | Telephone                             | 00971-4-2325222           |
|                     | Principal                             | Mr. OB Sealey             |
|                     | Principal - Date appointed            | 8/1/2018                  |
|                     | Language of Instruction               | English                   |
|                     | Inspection Dates:                     | 14 to 17 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            | 1030                      |
|                     | Number of Emirati students            | 88                        |
|                     | Number of students of determination   | 70                        |
|                     | Largest nationality group of students | Arab                      |
| Teachers            | Number of teachers                    | 124                       |
|                     | Largest nationality group of teachers | US                        |
|                     | Number of teaching assistants         | 19                        |
|                     | Teacher-student ratio                 | 1:8                       |
|                     | Number of guidance counsellors        | 7                         |
|                     | Teacher turnover                      | 31%                       |
| Curriculum          | Educational Permit/ License           | US                        |
|                     | Main Curriculum                       | US/IB                     |
|                     | External Tests and Examinations       | IBDP, PSAT, SAT I, SAT II |
|                     | Accreditation                         | CIS, IBO, MSA             |
|                     | National Agenda Benchmark Tests       | MAP                       |

## School Journey for Universal American School - Branch



## Summary of Inspection Findings 2018-2019

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

### Students' Outcomes

- Student achievement remains strongest in the Kindergarten (KG) and the elementary school. There is a noticeable dip in student achievement in the main subject areas in the middle school, and this is having some residual effects as students transfer into the high school. Performance in IBDP English A: Language and Literature and IBDP Arabic A: Language and Literature is very good.
- Students' personal and social development, their understanding of Islamic values, Emirati and world cultures and their participation in community services and implementation of innovative ideas are outstanding in all phases.

### Provision for learners

- Teaching is at least good across the school; strategies and practices are more effective in the KG, in the elementary school and in the delivery of the DP in the upper grades. There are appropriate processes and procedures for the collection of internal assessment data, but the use of these and MAP data is not always effective enough to meet the needs of all groups of students.
- The school offers a US curriculum based on the AERO/NGSS standards. The curriculum is delivered using the IB Primary Years Program framework in the elementary school. The IB Diploma Program is offered in the final two years of high school. There is a wide range of extra-curricular activities for all students, including opportunities to demonstrate entrepreneurship and innovation.
- The school is a safe, supportive and caring environment. The buildings are maintained to a very good standard and are accessible for almost all groups. The day-to-day management is highly effective. The needs of most students are being met. Counselling services have been further developed to provide improved support for all students.

### Leadership and management

- The school has a new leadership team and new board of governors who have taken on roles of responsibility as the school makes the transition to a new management. Governors have managed to support the change and bring a level of stability that has effectively maintained student outcomes. The parents are highly supportive of the school.



### What the school does best:

- The caring ethos of the school
- Students' personal and social development, their understanding of Islamic and world cultures and their approach to enterprise and innovation
- The new school leadership's and governors' determination to provide stability and develop a platform for future improvement
- The parents' involvement in, and active support of, the school.







### Key recommendations:

- The school leadership, governors and other stakeholders should develop a school vision and set of core values commensurate with the focus of the school as a US curriculum school in an international environment.
- Complete the alignment of the school's US curriculum to the AERO, NGSS and relevant MoE and IB standards and ensure that assessments in all phases measure students' learning in relation to those standards.
- Ensure consistency in all phases by developing a shared understanding and practice in:
  - measuring and reporting of students' progress
  - using assessment data effectively in planning
  - using appropriate intervention strategies to enhance learning for all groups.
- Improve students' progress by further developing the quality of teaching, assessment and curriculum planning, especially in Arabic and mathematics in the middle school.

## Overall School Performance

**Very good**

### 1. Students' achievement

|   |            | KG             | Elementary | Middle       | High       |
|---|------------|----------------|------------|--------------|------------|
| <br>Islamic Education                | Attainment | Not applicable | Acceptable | Acceptable   | Acceptable |
|   | Progress   | Not applicable | Good       | Acceptable   | Acceptable |
| <br>Arabic as a First Language        | Attainment | Not applicable | Good       | Acceptable ↓ | Good       |
|   | Progress   | Not applicable | Very good  | Acceptable ↓ | Good       |
| <br>Arabic as an Additional Language | Attainment | Not applicable | Good       | Acceptable   | Acceptable |
|   | Progress   | Not applicable | Very good  | Good         | Acceptable |
| <br>English                        | Attainment | Very good      | Good       | Very good    | Very good  |
|   | Progress   | Very good      | Very good  | Very good    | Very good  |
| <br>Mathematics                    | Attainment | Very good      | Very good  | Good         | Good       |
|   | Progress   | Very good      | Very good  | Good ↓       | Good       |
| <br>Science                        | Attainment | Very good      | Very good  | Good         | Good       |
|   | Progress   | Very good      | Very good  | Very good    | Good       |
|   |            | KG             | Elementary | Middle       | High       |
| Learning skills   |            | Outstanding    | Very good  | Good         | Good       |

## 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 | 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 | Very good  | Good      | Good      |
| Assessment                      | Very good | Very good  | Very good | Very good |

## 4. Curriculum

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

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

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

## 6. Leadership and management

|   |             |
|---|-------------|
| The effectiveness of leadership                 | Very good   |
| School self-evaluation and improvement planning | Very good   |
| Parents and the community                       | Outstanding |
| Governance                                      | Very good   |
| 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 for the academic year 2018-2019.

#### School's progression in international assessments

**meets expectations**

- The school has exceeded its PISA 2015 targets in reading, mathematics and science and has exceeded its TIMSS 2015 targets only in Grade 8 mathematics. There was acceptable progress on MAP outcomes between 2017 and 2018. Students' achievement against potential is strong, showing positive gaps. Students are exceeding their potential in reading, language usage, mathematics and science.

#### Impact of leadership

**meets expectations**

- The school has a National Agenda action plan in place that contains measurable outcomes and strategies for improvement. The plan focuses on raising students' scores on TIMSS, PISA and MAP. It does not contain specific timeframes or processes to measure its impact on student outcomes. School leaders demonstrate strong commitment to the National Agenda and believe their curriculum will enable them to achieve their targets. Data-driven instruction is a developing feature. The school has started to analyze assessment data to provide students with the support they need, but teachers do not consistently use the data to differentiate to meet the needs of all groups of students.

#### Impact of learning

**is above expectations**

- Teachers provide ample opportunities for students to think deeply and critically. In a few lessons, teachers intervene excessively in students' group work. Teachers often provide students with enough time to think of a question and to come up with an answer. Students frequently use technology in the classroom to carry out research that helps them enhance their knowledge and understanding of concepts. Across the phases, students regularly engage in open-ended activities that enable them to take ownership of their learning.

**Overall, the school's progression to achieve its UAE National Agenda targets meets expectations.**

#### For development:

- Improve students' outcomes in MAP.
- Enhance the effectiveness of monitoring the implementation and impact of the National Agenda action plan.
- Support all teachers, especially the new hires, as facilitators of learning in all phases and subjects.



### Reading across the curriculum

- Students' reading levels have improved in most areas of the curriculum. Cross-curricular links and project work reinforce the importance of reading for purposeful learning.
- The effective teaching of reading strategies in lessons enables students to improve their comprehension skills with confidence.
- The library is a well-used resource for both teachers and students. The inviting library environment and the library lessons, which incorporate classroom units of study, add to students' growing appreciation of reading.
- The school shows a clear commitment to promoting reading as a lifelong skill for both students and parents. Readers' workshop, school-wide events and additional resources are effective in reinforcing the importance of reading.

**The school's provision, leading to raised outcomes in reading across the curriculum, is developing.**

### For development:

- Create a comprehensive reading policy that addresses students' strengths and needs to enable them to become lifelong, confident readers.

### UAE social studies

- The curriculum is skillfully adapted, planned and integrated to challenge all groups of students. A variety of resources is used to engage and motivate students and promote their learning.
- Students use well-developed learning skills to complete relevant projects and make cross-curricular links. They can explore topics for themselves and use technologies in innovative ways.
- In lessons and recent work, a majority of students attain levels that are above the curriculum standards.
- In lessons and recent work, a majority of students make better than expected progress in relation to their individual starting points and the curriculum standards.

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

### Innovation

- Students are independent and confident in expressing their own views. The skill of critical analysis is evident in all grades. They have developed transferable learning skills that they can use in a variety of contexts. Innovation and creativity are promoted in students' learning.
- Students' work ethic and entrepreneurship set the scene for dynamic and meaningful innovations that address significant issues of interest and relevance to them. There are effective opportunities for students' participation at all grade levels.
- Teachers consistently promote higher-order thinking skills, particularly through the effective use of questioning. Critical thinking and problem solving are evident in most classes. Planning regularly includes opportunities for students to develop independent learning skills.
- Students get opportunities to explore innovation both within the taught curriculum and through a range of extra-curricular activities.
- The school's leadership has a shared understanding of innovation. Leaders are active in encouraging innovative practice in the school by providing opportunity and resources to support both students and teachers.

**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 | Acceptable | Acceptable | Acceptable |
| Progress   | Not applicable | Good       | Acceptable | Acceptable |

- Most students in all phases demonstrate adequate levels of knowledge of Seerah. They show better levels in their understanding and applying of Islamic concepts. They make limited progress in linking their understanding to verses from the Holy Qur'an and Hadeeth, especially in the middle and high schools.
- Students in the elementary school are more secure in their knowledge of Islamic principles, such as the pillars of Islam and Iman. Students in the middle school confidently apply problem-solving skills in discussing Islamic concepts. In the high school, students are more effective in their use of age-related research skills.
- Students across all phases are improving steadily in memorizing verses from the Holy Qur'an and in applying recitation rules. In lessons, they purposefully link their learning to real-life situations. Students' reflection and inference skills are a developing feature of their learning in all phases.

#### For development:

- Improve students' knowledge of Hadeeth, Seerah and major events and characters in Islam.

#### Arabic as a first language

|            | KG             | Elementary | Middle       | High |
|------------|----------------|------------|--------------|------|
| Attainment | Not applicable | Good       | Acceptable ↓ | Good |
| Progress   | Not applicable | Very good  | Acceptable ↓ | Good |

- Students in the elementary school are learning to read and reflect on their understanding using standard Arabic. Students in the middle school have language skills that are broadly in line with the MoE standards. Older students are developing their understanding of literature.
- Across all phases of the school, progress in reading, especially in developing reading comprehension skills, is significantly better than in the other skills. The attainment of students in Grade 12 is inconsistent. Although they have good reading skills, a minority have proficiencies that are below the MoE standards.
- Attainment and progress in the middle phase have declined since the last inspection. The number of students entering for the IBDP Arabic A: Language and Literature examination has also declined since last year. The school has emerging plans to improve students' language skills, especially in the upper phases.

#### For development:

- Improve provision in the upper phases of the school to enable all students to develop their speaking and writing skills in standard Arabic.
- Set targets for individual students' language improvement and develop the implementation of plans to ensure each student meets his or her targets.

## Arabic as an additional language

|            | KG             | Elementary | Middle     | High       |
|------------|----------------|------------|------------|------------|
| Attainment | Not applicable | Good       | Acceptable | Acceptable |
| Progress   | Not applicable | Very good  | Good       | Acceptable |

- Students' progress in the elementary school is very good because students effectively develop their listening and comprehension skills. Students in the middle school increase their knowledge of words and phrases. Grade 9 students make slower progress because of the limited opportunities to apply their language skills.
- Listening skills are generally well developed across the school. The majority of students engage effectively in guided writing activities. Progress in writing independently and for different purposes is not as evident, especially for students who have been studying Arabic for several years. Progress is better in reading simple texts and extracting information.
- Students' attainment and progress are broadly similar to last year. Plans to improve students' progress in the high school are in place, but their impact has not been measured.

### For Development:

- Plan the curriculum in ways to ensure that each student makes consistent progress across all four language skills, especially in the high school.

## English

|            | KG        | Elementary | Middle    | High      |
|------------|-----------|------------|-----------|-----------|
| Attainment | Very good | Good       | Very good | Very good |
| Progress   | Very good | Very good  | Very good | Very good |

- IB Diploma Program students attain standards that are above age-related international expectations and achieve high results in their final examinations. In the elementary school, where the majority of students are starting to learn the language, their age-related attainment is lower. These students are rapidly developing their reading and comprehension skills.
- Commencing in the elementary school, students develop refined research skills and fluent writing styles. By middle school, a majority can clearly express complex ideas and write for a variety of purposes. DP students are well prepared to meet the program's rigorous research, presentation and writing requirements.
- A focus on developing reading skills has been successful in improving students' comprehension and fluency. In the high school, students make very good progress in reading and analyzing increasingly challenging texts. This is a result of a developmental school-wide reading program.

### For development:

- Ensure all students have access to suitably challenging materials to help them improve their progress in lessons and over time.

## Mathematics

|            | KG        | Elementary | Middle | High |
|------------|-----------|------------|--------|------|
| Attainment | Very good | Very good  | Good   | Good |
| Progress   | Very good | Very good  | Good ↓ | Good |

- Numeracy skills are well developed in the KG and the elementary school, through a variety of hands on activities and mental mathematics practice sessions. However, in external benchmark tests, a large majority of students perform below international standards. Results in the IB DP mathematics examinations show a similar pattern.
- In the middle school and lower grades of the high school, students lack consistent adherence to mathematical processes, often skipping steps and displaying disorganized and poor work habits. This improves for students in the upper grades, but the residual effect of the earlier process development impacts on students' achievements.
- In the KG and elementary school, students' inquiry and critical thinking skills are well developed. There are limited opportunities for critical thinking and problem-solving skills in the middle and high schools, where there is a traditional emphasis on developing mathematical skills.

### For development:

- Align the curriculum, lesson planning and assessment in the middle school to the AERO standards to improve student learning and achievement.

## Science

|            | KG        | Elementary | Middle    | High |
|------------|-----------|------------|-----------|------|
| Attainment | Very good | Very good  | Good      | Good |
| Progress   | Very good | Very good  | Very good | Good |

- External assessment data show that students' achievement levels in the elementary school are higher than those in the middle and high schools are. Students, especially in the lower three phases, develop secure scientific skills that allow them to make strong progress towards the learning objectives.
- Across the phases, students demonstrate good understanding of the scientific method and how to use this to reach conclusions. In the high school, students' IBDP results do not show high levels of attainment. In a few lessons, students' progress is hindered by teachers' excessive intervention in hands-on activities or by activities that do not link well to the targeted learning objectives.
- In the elementary school, the improved alignment of the curriculum with the NGSS standards has led to improved outcomes on the MAP tests.

### For development:

- Link classroom activities more effectively to the taught concepts, to ensure that students always understand the purpose of their practical and research activities.



## Learning skills

|                 | KG          | Elementary | Middle | High |
|-----------------|-------------|------------|--------|------|
| Learning skills | Outstanding | Very good  | Good   | Good |

- Students are enthusiastic, active learners, particularly in the KG and elementary school. They work well independently or in pairs and groups. They are very competent in the use of technology to support their learning.
- Students have an accurate understanding of their strengths and weaknesses. Communication skills are well developed and, when working in small groups, students listen thoughtfully and respond appropriately to the ideas that are shared, especially in the DP classes.
- Opportunities for critical thinking, problem-solving, creativity and innovation are evident in all phases but are not as explicit in the middle and high schools. In a few lessons, in all phases but particularly in the middle and high schools, teachers do not make enough use of students' capacities for independent learning.

### For development:

- Use appropriate contextual examples to align opportunities for problem-solving and independent learning to the standards, especially in the middle and high schools.

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

|                      | KG          | Elementary  | Middle      | High        |
|----------------------|-------------|-------------|-------------|-------------|
| Personal development | Outstanding | Outstanding | Outstanding | Outstanding |

- Students' attitudes towards school, their peers and teachers are very positive, and their behaviors are respectful, courteous and polite. Students demonstrate personal responsibility and independent thinking, assume challenges in learning and recognize the value of global citizenship.
- Students maintain excellent relationships with others because of the caring and nurturing environment. They support each other and work towards constructive solutions when conflict arises, resulting in positive impact upon their behaviors.
- Student behavior is excellent. The comprehensive approach to students' academic, social and emotional development, especially in the middle school, results in self-disciplined and resilient young people. Students feel they have a voice and are valued and acknowledged.

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

- Students across all phases have a mature knowledge of Islamic practices and values. They fully appreciate the Islamic values and heritage of the UAE. They are knowledgeable about the UAE leaders and vision, and they celebrate national and international events.
- The displays around the school and the extra-curricular activities reflect students' rich knowledge and experience of cultures and civilizations round the world. Students in all phases participate in a range of cultural activities, such as National Day and Iftar gathering. They are also heavily involved in charity events.
- Students appreciate their own culture and other world cultures. They 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 engaged in local and international efforts to lead and to serve others. They are motivated and take ownership of the efforts. They are aware of local and global issues and are enterprising in finding creative solutions.
- Students demonstrate innovation and entrepreneurship by their participation and success in numerous programs and activities, both locally and internationally. They challenge themselves and each other in their thinking and problem solving.
- Students have an excellent understanding of environmental issues and are proactive in seeking solutions. They collaborate on issues of local and global impact, demonstrate depth and scope in their problem solving and seek creative explanations and outcomes.

#### For development:

- Ensure students lead and engage in the development and organization of community-building activities.

### 3. Teaching and assessment

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

- Teaching is more effective in the KG and elementary school, where active learning, hands-on and well-structured activities ensure a strong pace in lessons. In the middle and high schools, teacher expectations, differentiated targets and levels of challenge are not as consistent.
- Most teachers have strong subject knowledge and create a productive learning environment. Teachers' questioning is often open-ended and is effective in developing critical thinking and analysis. Lesson planning is not consistently linked to the use of data, which limits planning for targeted goals that meet students' needs.
- The school has recently hired instructional coaches to develop the quality of teaching across the phases. The impact of this work on the quality of teaching is generally positive but is not consistent in all the phases.

|            | KG        | Elementary | Middle    | High      |
|------------|-----------|------------|-----------|-----------|
| Assessment | Very good | Very good  | Very good | Very good |

- Most school-based assessments result in realistic outcomes due to their alignment to the curriculum standards in each phase. The school benchmarks its students' outcomes effectively against international expectations using external tests, such as MAP.
- Teachers use the available progress and assessment data well to provide individual students with appropriate support and intervention in lessons. However, they do not consistently use assessment data to design activities that meet students' different learning needs. Data-driven instruction is an emerging feature of the school.
- Teachers provide effective oral feedback in lessons to challenge students to achieve or exceed their potential, but their written feedback is variable in quality. Students' consistent use of self-assessment processes enables teachers to focus instruction on areas that need development.

#### For development:

- Improve the consistency of teachers' use of assessment data to provide differentiated activities that meet the learning needs of all groups of students.

#### 4. Curriculum

|                                      | KG          | Elementary | Middle    | High      |
|--------------------------------------|-------------|------------|-----------|-----------|
| Curriculum design and implementation | Outstanding | Very good  | Very good | Very good |

- The school follows a US curriculum model using AERO and NGSS standards implemented through the International Baccalaureate PYP framework in the KG and the elementary school, and the IB Diploma Program in Grades 11 and 12. Arabic, Islamic education, moral education and UAE social studies apply the relevant MoE standards. The school delivers a broad and balanced curriculum that provides skills, breadth and rigor, effectively preparing 21<sup>st</sup> century learners for the next stages of their education.
- The school's sequencing of the curriculum, using an electronic platform, allows the alignment of the standards through each phase. Curriculum in the upper grades is further enriched by the additional subject requirements and research projects of the DP. This prepares students well for university.
- The school conducts systematic, on-going review and development of the curriculum in relation to student achievement and national priorities. However, the impact and implemented changes are not fully monitored or embedded. The sharp focus on reading and writing in the elementary school has been a successful development in curriculum delivery.
- Moral education is delivered in the upper three phases. It is integrated into the elementary school curriculum and is a stand-alone subject in the upper phases.

|                       | KG        | Elementary | Middle    | High |
|-----------------------|-----------|------------|-----------|------|
| Curriculum adaptation | Very good | Very good  | Very good | Good |

- The curriculum meets the educational needs of most learners. Resources and planning are in place to support students of determination. There are few curricular resources designed to meet the needs of the gifted and the talented students. In the KG, children are both supported and challenged through effective delivery.
- Opportunities for enterprise, innovation, creativity and social contribution are provided through most curricular areas. There is a wide range of extra-curricular activities that supports students' further development in these areas.
- The school makes strategic efforts to develop students' knowledge of the UAE's cultural values. Teachers, leaders and students incorporate regional heritage and international learning into the curriculum across the school.
- In the KG, Arabic is delivered twice weekly in 40-minute sessions.

#### For development:

- Improve the consistency of implementing curriculum modifications in the high school to meet the learning needs of all groups of 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 strong commitment to safeguarding students. It has well-documented policies and procedures that are strictly enforced, monitored, reviewed and updated regularly.
- The school facility, grounds and resources are outstanding and well suited to meet the needs of all students. There are regular safety checks across the campus, excellent record keeping for maintenance and safety and well-designed procedures for school transport and student drop-off and pick-up.
- The school promotes healthy living in all aspects of school life through the advisory program, counseling and classroom discussions. The canteen provides meals and snacks that are aligned to the school's policy on the promotion of healthy choices.

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

- Students and teachers have a very positive and purposeful working relationship that supports students' success. Systems and procedures for managing students' behavior are successfully implemented, and new initiatives are being introduced to address social and emotional issues at all levels. The school is effective in maintaining high levels of attendance and punctuality.
- The school has detailed processes for identifying student needs and is beginning to use a variety of screening assessments and parent information to plan appropriately. The school is developing a system to identify students who have gifts and talents accurately and promptly.
- Students have access to a well-designed program of personal support. This is managed by the counseling staff, who are committed to promoting students' social and emotional well-being.

### For development:

- Provide more detailed individual education plans to ensure that curriculum modifications support students' specific needs and that their progress is measured against their learning targets.

## Inclusion of students of determination

### Provision and outcomes for students of determination

Very good

- School leadership strategies for supporting students of determination are continuing to develop because of the changes in school management. Specific roles are being reviewed as the school moves toward a more inclusive model at all levels.
- A selection of assessment tools is being used to identify students of determination, and there is a detailed process for identification; some areas require clarification to align with the KHDA categories. Contracted services with outside providers give the learning support team the opportunity to implement strategies for specific learning needs within the school setting.
- Parents are actively and consistently engaged in their children's educational programs. They feel communication from the school is helpful and, since the change of senior leadership, more transparent. They consider that the learning support teachers truly care about their children. There is provision for parents to access support personnel and counseling services.
- Support, including through the creative use of resources and technology, is consistently well matched to students' needs. There is a strong focus on care and support within the school, and students develop independence and confidence. Support for students of determination, using learning support assistants (LSAs), is skilled and well targeted. The information provided to teachers to support these students is less useful.
- Students make good or better progress in lessons and over time in all phases. Curriculum developments ensure that present and future students have stimulating opportunities and pathways, and that their gains in learning are recognized and celebrated.

### For development:

- Ensure that identification of students of determination is more accurate to allow the provision of appropriate services and support.
- Provide individualized accommodations and modifications for students of determination to ensure that they receive the necessary support and guidance to make at least good progress.

## 6. Leadership and management

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

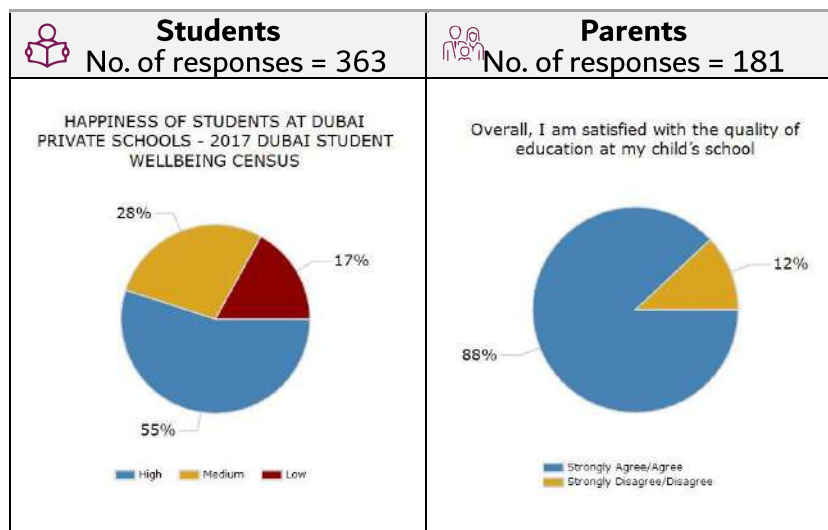
- There have been significant changes in the school leadership structure and personnel this school year, but the commitment to improvement and further development remains very strong. The school leadership team is beginning to develop its vision for the future direction of the school. Leaders are ambitious and are achieving a caring ethos focused on students' well-being. Despite the recent upheaval, the morale throughout the school community is very positive.
- The new leadership has recognized areas for further development, using an effective self-evaluation process and involving most stakeholders. While action plans for school improvement are developed to implement strategies that target specific areas, these are not effectively prioritized for a school undergoing significant change. Overall planning is insufficiently focused on the short-term goals needed to achieve long-term aims.
- Parents are very involved in the daily life of the school. They are proud of the school's achievements and highly appreciative of the effective communication channels available to them. They have detailed information about the school's performance, improvements and key changes. Leaders of the school have established strong local and national partnerships that contribute to students' learning experiences.
- The new board of governors, including the school director and a parent representative, meet regularly. The board has responded effectively to support the school during its transition to a new management, but the direction for the vision and core values of the school has not been clearly stated. Governors have ensured that appropriate staffing has been maintained and new resources have been made available, including additional resources for student guidance and well-being. They exert a positive and direct impact on the school and hold the school leadership accountable for the school's performance.
- The day-to-day management of the school is very effective. The school has appropriately-qualified staff who are well deployed. The school provides staff with a range of professional development opportunities that are designed to support the many initiatives being introduced. The school has an extensive range of well-maintained and resourced facilities that contribute to a positive learning environment.



### For development:

- Prioritize the areas for development and focus on short-term, target-driven evaluative goals that necessary to achieve long-term aims.

## The Views of Parents and Senior Students

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



|  |   |
|--|---|
| <br><b>Students</b> | <ul style="list-style-type: none"> <li>Most students who responded say they are happy at school. They are optimistic and can persevere with tasks. Almost all students indicate that they participate in extra-curricular activities. Almost all indicate that they have a high level of engagement with their school work, and most perceive that they are doing well at school. In general, the inspection findings support students' views.</li> </ul> |
| <br><b>Parents</b>  | <ul style="list-style-type: none"> <li>Almost all parents who responded to the survey are satisfied with the education the school provides for their children. Parents perceive their children are happy and feel safe at school. They are positive about their children's well-being. Only a few parents indicate they are never involved in activities at school. The inspection findings, in general, support parents' views.</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)