

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

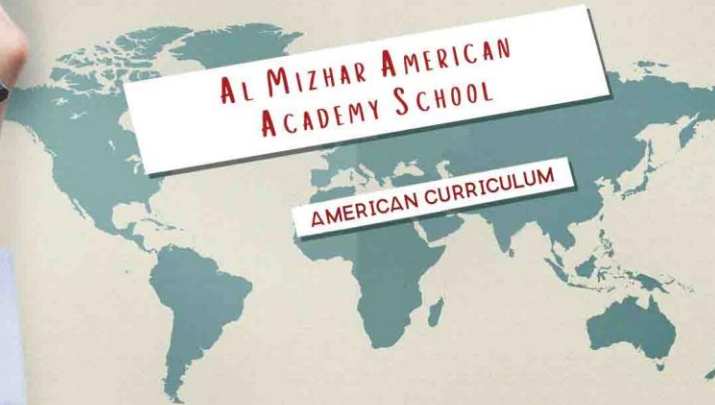


INSPECTION REPORT

2017-2018

Al Mizhar
American Academy
School

Celebrating
10 years of
inspections



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School information

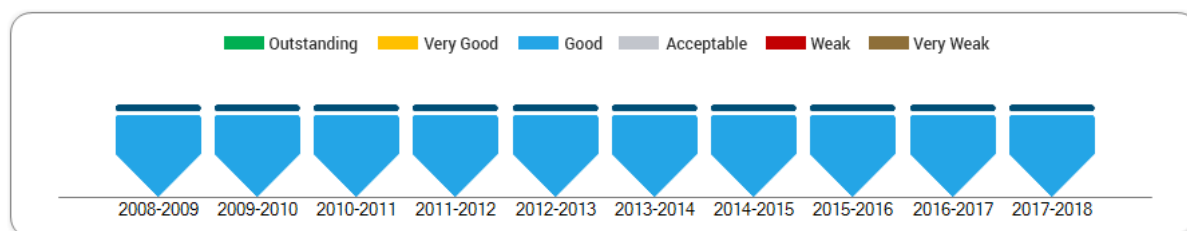
General information	
Location	Al Mizhar
Type of school	Private
Opening year of school	2005
Website	http://www.americanacademy.ae/
Telephone	04-288-7250
Address	P.O. Box 78484 11A Street Mizhar 1
Principal	Bridget Justen
Principal - Date appointed	12/1/2014
Language of instruction	English
Inspection dates	9 to 12 October 2017

Teachers / Support staff	
Number of teachers	56
Largest nationality group of teachers	United States
Number of teaching assistants	19
Teacher-student ratio	1:11
Number of guidance counsellors	1
Teacher turnover	22%

Students	
Gender of students	Boys and girls
Age range	3-18
Grades or year groups	Nursery-Grade 12
Number of students on roll	638
Number of children in pre-kindergarten	12
Number of Emirati students	463
Number of students with SEND	34
Largest nationality group of students	Emirati

Curriculum	
Educational permit / License	US
Main curriculum	US / CCSS Kansas
External tests and examinations	MAP, CAT 4, SAT 1
Accreditation	NEASC, CIS
National Agenda benchmark tests	CAT4, MAP

School Journey for Al Mizhar American Academy School



The DSIB inspection process

In order to judge the overall quality of education provided by schools, inspectors consider the six standards of performance that form the basis of the UAE School Inspection Framework (the framework). They look at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judge how effective teaching and the assessment of learning are across the school. Inspectors consider how well the school's curriculum, including activities inside and outside classrooms, meet the educational needs of all students. They judge how well schools protect and support children. In addition, inspectors judge the effectiveness of leadership, which incorporates governance, management, staffing and facilities. Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

Judgements are made on a six-point scale

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

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

Summary of inspection findings 2017-2018

Al Mizhar American Academy School was inspected by the DSIB from 9 to 12 October 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.

Leadership and management

Leadership in the school remains strong. The senior leadership team has a strong vision for school improvement and has conveyed that vision to the staff, students and parents. Self-evaluation process are accurate and appropriate. Partnerships with parents have improved to outstanding. Adequate resources are provided by governors for students to access technology and enrich their learning experiences.

Students' achievement

There are improvement in students' attainment and progress in learning Arabic as an additional language and Islamic education in the elementary phase. Students' attainment has declined in mathematics in the elementary, middle, and secondary phases but students' progress in mathematics remains good. In the Kindergarten, children's progress is strong in English and mathematics.

Students' personal and social development, and their innovation skills

Students in all phases now demonstrate very good understanding of Islamic values and awareness of Emirati culture and other world cultures across all phases of the school. The personal development of the students continues to strengthen, with significant improvements noted in the elementary phase. The Kindergarten children and secondary age students, are more eagerly embracing innovative opportunities than were observed previously.

Teaching and assessment

Teaching and the assessment of learning remain good in all phases and subjects throughout the school. Good teaching has strong alignment with positive outcomes for students. A wide variety of assessments, including examinations developed in the school as well as international benchmarking assessments give students and parents valuable information regarding their progress. Peer and self-assessment using rubrics are becoming more consistent.

Curriculum

Curriculum design and implementation remain strong, with most lessons closely aligned with the US curriculum guidelines. The curriculum has been enriched with the addition of an activity period called 'CHIPS,' which gives students innovative experiences such as robotics, signing, and yoga. More than 40 different experiences are available to all students during this mid-day, weekly lesson.

The protection, care, guidance and support of students

The protection, care, guidance, and support of students is outstanding as a result of it being the highest priority for the school. Teachers have been well trained in the safeguarding of students. The premises are examined frequently to ensure cleanliness and maintenance for purpose.

What the school does best

- The outstanding provision for the health and safety of all students and the staff.
- The outstanding partnerships that the school forms with different groups of parents.
- The very good understanding of Islamic values and deep awareness of Emirati and world cultures.







Key recommendations

- Improve students' attainment in Arabic as a first language in the middle and high school phases by ensuring that teachers challenge all levels of students and include more meaningful speaking, reading and writing experiences.
- Develop students' learning skills so they can extract information from a variety of sources, to experiment, infer, persuade, and draw conclusions;
- Enhance the quality of teaching by:
 - ensuring that teachers have high expectations of their students and prepare lessons that challenge all, including the gifted and talented
 - making full use of assessment data during lesson planning to enable students of all abilities to improve their knowledge and skills in all subjects
 - aligning lessons to the Kansas Common Core Standards and providing enrichment activities, investigations, and independent learning experiences.
- Ensure governors:
 - expand access to resources to enable students to develop the learning skills listed above
 - evaluate the quality of teaching in Arabic by considering the students' learning outcomes.

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	Very good
Arabic as a first language 	Attainment	Not applicable	Good	Acceptable	Acceptable
	Progress	Not applicable	Good	Acceptable	Acceptable
Arabic as an additional language 	Attainment	Not applicable	Very good ↑	Good	Good ↑
	Progress	Not applicable	Very good ↑	Good	Good
English 	Attainment	Good	Good	Good	Good
	Progress	Very good	Good	Good	Good
Mathematics 	Attainment	Good	Acceptable ↓	Acceptable ↓	Acceptable ↓
	Progress	Very good	Good	Good	Good
Science 	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	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	Very good	Very good ↑	Good	Good
Understanding of Islamic values and awareness of Emirati and world cultures	Very good ↑	Very good ↑	Very good ↑	Very good ↑
Social responsibility and innovation skills	Very good	Good	Good	Very good

3. Teaching and assessment

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

4. Curriculum

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

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

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

6. Leadership and management

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

National Priorities

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021, with education being a prime focus. The National Agenda includes two major objectives developed with the intention of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries

in the 'Programme for International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.

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

This section focuses on the success of the school in meeting the National Agenda Parameter (NAP) targets:

- Students' attainment as indicated by the National Agenda Parameter (N.A.P) benchmarks meets expectations in English and is below expectations in mathematics and science.
- The school meets the registration requirements for the N.A.P.
- The Cognitive Abilities Test, fourth edition (CAT4) and Measures of Academic Progress (MAP) data are analyzed and clearly identify individual achievement gaps. for all students
- The school is adapting its curriculum to ensure that the N.A.P skills requirements are met and that it prepares students adequately for success on the Trends in Mathematics and Science Study (TIMSS) and Programme for International Student Assessment (PISA) tests.
- Teachers seek to challenge students to justify their responses to questions and to explain their thought processes. More frequently, teachers are presenting learning in real world contexts.
- Students' NAP test results have yet to have significant effects upon their learning skills. In some grades, students have more choice of learning tasks than in others.

Overall, the school's provision for achieving the National Agenda targets meets expectations.

Emirati Students

As part of the UAE National Agenda, the DSIB continues to focus on the achievement of Emirati students. The Emirati Students Achievement project was launched in September 2017, to prioritise provision for Emirati students across Dubai.



The focus of the inspection is to evidence how effective schools are in raising the achievement of Emirati students. Schools are asked to prioritise the data-informed adaptations to the curriculum and to teaching and learning, as required, to raise the aspirations of students, expectations of staff and subsequent achievements of students. The following section focuses on the quality of the school's activity in working towards raising the achievement of

Emirati students.

Three strands are reported on, each with three elements: i) Governance and Leadership; ii) Learning and Intervention; iii) Personalisation.

- The principal and senior leaders are aware of the achievements of Emirati students, and hold teachers to account for the learning outcomes of students in their classes. The feedback provided to the parents about their children's learning is informative. The school effectively encourages parents' engagement in the education of their children. Guidance and support for parents are evident.
- The school analyses the CAT4 data and is aware of the potential of the Emirati cohort. It does not sufficiently break down the information to class or individual student levels. Analyses of the CAT4 data is shared with teachers, however, not sufficiently with parents and students. Most students take responsibility for their own learning and develop independence in learning.
- The school adapts the curriculum to meet the needs of the Emirati cohort. The school understands the importance of improving students' verbal reasoning skills, however, this is not attempted in the majority of lessons. The systems in place to monitor the progress of Emirati students' skills are developing.

The school's provision for raising the achievement of Emirati students meets expectations.

Moral Education

- Moral education is taught as a discrete subject in the elementary grades and integrated with other subjects in the middle grades. The school has made a good start in planning a coherent program.
- Elementary teachers plan purposeful lessons around topics such as friendship and tolerance. They provide activities that stimulate discussion and considered reflection.
- Students demonstrate awareness of moral values in their behavior towards others and through student led assemblies, when they show maturity in exploring character traits with their peers.
- Rubrics aligned to each unit of the curriculum are in place. Assessment of how well moral education affects how students' feel, think and act is at an early stage.

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

Social Studies

- The UAE social studies curriculum is taught as a discrete subject and also integrated skillfully with other subjects. The curriculum provides continuity and progression with a good balance of knowledge and skills.
- Teachers provide purposeful activities that engage students' interest well. They use a variety of effective strategies to deepen students' understanding and develop their learning skills.
- Students are motivated learners. Older students are developing critical thinking and problem solving skills. For example they research the effects of pollution and explore innovative solutions to these problems.
- Teachers assess students' understanding and skill development routinely through the use of rubrics. Assessment information is used to adapt planning and support during lessons when appropriate.

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

Innovation in Education

- Students set their own growth targets and self-assess, reflecting critically upon their learning outcomes. Learning technologies both track and store data about their progress towards individual goals.
- An innovative focus on students' performance has led to entrepreneurship opportunities with benefits for charity.
- Teachers encourage students to use technology for research and motivate them to think imaginatively. Lesson plans require that teachers include critical thinking opportunities and the use of information technology.
- An innovative program called 'CHIPS' has been added to the curriculum weekly. During this pause in the timetable all students attend one 40-minute experience designed to develop innovation, creativity, leadership, and resilience. The activities available to students including signing and yoga, among others
- School leaders have a clear developmental vision for innovation. They strongly guide teachers and students to be more innovative in their learning processes. Access to technology resources has improved dramatically since the previous inspection.

The school's promotion of the culture of innovation is developing.

Main inspection report


1. Students' achievements

		KG	Elementary	Middle	High
Islamic education 	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Very good ↑	Good	Very good

- The majority of students across all phases demonstrate knowledge and mastery in the Holy Qur'an and Hadeeth by applying proper recitation rules. They can speak about worship and explain events in the Seerah. In the advanced levels they discuss and analyze Islamic Fiqh and values. Their progress is strong in the middle phase and it is stronger in the elementary and secondary phases.
- At the elementary level, students can speak confidently about their understanding of Seerah, such as Khadijah, the Prophet's (PBUH) wife. In the middle phase, students can discuss deeply Islamic concepts such as tolerance, while in the secondary grades they demonstrate research, debating and problem solving skills when analyzing the Islamic Fiqh and topics such as poverty and marriage.
- Students in all phases by demonstrate strong critical thinking and independent learning skills. As a result, their understanding of the prescribed Islamic laws and acts of worship is improving.

For development


- Ensure students' recitation skills are rigorously monitored and the progress of all groups is tracked consistently.

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


- The majority of students in Elementary phase are making good progress in lessons and overtime. However, in the Middle and High phases they are making only acceptable progress.
- Most students have well developed reading and listening skills, particularly in the Elementary phase. This group of students has started to write extensively. Speaking and writing skills of students in the Middle and High phases are not as well developed.
- Improved teaching in Elementary has led to improved students' language skills.

For development

- Improve students' reading, speaking and writing through the deeper analysis of literature and increased levels of challenge.

		KG	Elementary	Middle	High
Arabic as an additional language 	Attainment	Not applicable	Very good ↑	Good	Good ↑
	Progress	Not applicable	Very good ↑	Good	Good


- Most students make strong progress in the Elementary phase compared to their individual starting points. They reach very high levels in reading comprehension and writing skills. Overall, students in all phases are making at least good progress.
- Increased opportunities of reading and writing across the phases, have enriched students' vocabulary repertoire. As a result, they more confident and have improved their writing skills, particularly in the Elementary phase.
- Improvements in the use of the rich and varied reading resources and better assessments have improved students' achievement.

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

- The English results in benchmarking tests are varied, with elementary students underperforming.
- Students show strong motivation to learn English and work well independently. Of the four English language skills, writing is the least strong.
- The development of reading is progressing strongly across all phases. Students are becoming increasingly fluent readers who can access and manage information. They are developing higher order thinking skills as a result of insightful teacher guidance and questioning.

For development


- Provide students with opportunities to develop their extended writing skills.

		KG	Elementary	Middle	High
Mathematics 	Attainment	Good	Acceptable ↓	Acceptable ↓	Acceptable ↓
	Progress	Very good	Good	Good	Good

- Students achieve grade related competencies across the school, although their performance in lessons is significantly better than external tests. Rates of learning are improving for students in the grades identified by the NAP requirements.
- Their understanding and skills in numeracy are stronger than those of geometric shapes or data display. Students are comfortable using their arithmetic knowledge to solve problems and enjoy memorizing formulae. Their skills in applying their mathematical knowledge or using it for reasoning are not yet sufficiently strong.
- In all phases, mathematical skills are being consistently developed. Regular mental mathematics practice, and the increasing use of real world contexts to present students with mathematical problem solving, are beginning to result in improvements in progress.

For development

- Increase opportunities to reason with data from varied sources, to draw conclusions and justify thinking.

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

- In the Kindergarten, children develop their observation and prediction skills through various practical activities. In the elementary phase, students demonstrate concept based learning that allows them to make links between science and other subjects.
- Students in the middle and secondary grades continue to improve their scientific skills and writing despite weak external test scores.
- Curriculum mapping in all phases impacts on teaching and learning positively. The use of learning technology for research and presentations allows students to improve their science knowledge and skills.

For development

- Support students who use English as a second language so they can interpret assessment questions correctly.

	KG	Elementary	Middle	High
Learning Skills	Very good ↑	Good	Good	Good

- Students in all phases of the school are well motivated. In the Kindergarten and elementary phases, they show initiative and take responsibility in their classrooms. In the middle and secondary phases, independent work is a regular feature of student learning.
- All students collaborate well when working in groups. They understand their roles and communicate their ideas articulately. Their use of learning technologies is well developed in all subjects. Students at times do not set high enough goals for themselves.
- The weekly 'CHIPS' sessions are supporting students in developing their creativity, leadership, and resilience skills. Critical thinking and problem solving skills are developing but not yet embedded.

For development

- Develop students' critical thinking and problem solving skills.

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

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

- Students demonstrate positive attitudes and self-discipline but these are more evident in the Kindergarten and the elementary grades. In the secondary phase, students respond well to critical feedback, this is at a developmental stage in the middle grades. Bullying is rare and relationships among students and staff are respectful and considerate.
- Students are developing a secure understanding of safe and healthy living, especially in the middle and secondary phases. Children in the Kindergarten, and elementary grades follow the school's advice by selecting healthy choices for snacks and meals.
- Almost all students arrive at the school, to lessons and extra activities on time. The rate of overall attendance is good. A few students need to improve their punctuality, especially in the middle phase.

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

- Students across all four phases have secure knowledge about Islamic practices and values. In the Secondary Phase, they can discuss important topics such as tolerance in the contemporary society of the UAE. They effectively show their appreciation of and responsibility towards the school community.
- Students participate in a range of cultural activities such as charity events in cooperation with the AL Noor center. They speak proudly about past and present UAE's leaders and they can name many important projects and government initiatives.
- Students participate in and sometimes lead projects such as 'Golden Age' and the Model United Nations. They interact with students from different schools and cultures to discuss problems facing the world and possible solutions to them.

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

- The development of social responsibility and innovation is strongest in the secondary phase. Age-appropriate opportunities are taken up by many students especially through 'CHIPS,' outreach endeavors, internships, and charitable activities.
- The student council serves as a conduit for students to develop leadership skills. For example, their involvement in renovating a derelict school in Mauritius enabled students to see at first hand the impact of environmental improvement.
- Leadership opportunities, presented within such activities as International Day and the annual Carnival allow students to demonstrate their entrepreneurship and enterprise. Students purchase "storefronts," secure inventory, set prices, market their products and calculate their profits. This demonstrates their real life application of skills developed at the school.

3. Teaching and assessment

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

- Teachers across all phases plan their lessons thoroughly and employ a variety of effective teaching strategies. Assessment data is used to guide teaching and due account is taken of the different levels of students' ability in lesson planning across the school.
- Teachers are good facilitators in that they understand the importance of encouraging active learning and regular student self-assessment. Students' work is displayed well in most classrooms. Some teachers' time management needs to improve.
- The developing culture of professional learning with peer observation and the sharing of good practice is having positive effects. Different tasks for students in lessons is a positive step. However, teachers' provide limited challenge for the gifted and talented students.

	KG	Elementary	Middle	High
Assessment	Very good	Good	Good	Good

- Significant changes have taken place in internal assessment processes across the school. Data is collated from both internal and external sources and all subject leaders are aware of the range of data to be used to track students' progress.
- The analysis of data in some depth and the provision of accurate and detailed information about individuals is a strong feature of the school. Data is beginning to be used effectively, particularly in those areas identified by the NAP and in the Kindergarten. The use of data to modify teaching strategies is inconsistent across different subjects and phases, particularly for students with SEND.
- The school uses CAT4 data appropriately to identify students who have weaknesses or strengths in particular aptitudes. Regular progress reviews take place when trends are identified and interventions are planned.

For development

- Ensure consistent practice by teachers in how they assess students, communicate the results and follow up on improvements.
- Increase the opportunities for student to self and peer assess.

4. Curriculum

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

- A common feature of provision for all phases is the use of the Kansas Common Core Curriculum. 'Lexia Core 5,' an online resource, gives students a range in reading and choices of books at their personal levels to help improve reading comprehension.
- The MAP testing gives students an opportunity to see their progress during the school year. The newly established 60-minute lessons provide additional time for deeper learning.
- Concept based learning units provide a coherent approach to learning in the Kindergarten and elementary grades. The addition of new courses such as Pre- Algebra and Advanced Placement Geography give new opportunities for students in the Middle and Secondary phases.

	KG	Elementary	Middle	High
Curriculum adaptation	Good	Good	Good	Good

- School leaders have invested heavily in time and resources to adapt the curriculum in those subjects specifically affected by the NAP requirements. Cognitive ability test results have led to some adaptations, particularly for students with SEND, but provision for the gifted or talented students is not well developed.
- The curriculum improvements have been implemented more rigorously in the elementary and middle phases of the school, where there is greatest need. Additional focus has been upon project and inquiry based learning, reading strategies and skills, and the embedding of a new science curriculum.
- All students now experience an innovative program named 'CHIPS,' which occurs one lesson a week. This is designed to identify and nurture students' aptitudes, improve those cognitive abilities which are weak, and further develop innovation.
- In the Kindergarten, Arabic is taught through four lessons each week, to familiarize children with the Arabic language, culture and heritage of the UAE.

For development

- Develop additional curriculum modifications to accelerate the acquisition of verbal reasoning skills to enhance the progress made by 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's policies and procedures pertaining to protection, care and support are clearly outlined and followed by senior leaders and staff members, making health and safety a top priority for the school.
- Communication procedures for responding to emergencies and reporting damages or repairs are very effective, efficient and thorough. In addition, supervision and security for students' entry and exit, bus transportation, and recess are clearly outlined and well implemented.
- The school is committed to providing care for students who become ill by employing a full-time nurse and part-time medical doctor. A medical record is on file for all students and Proactive Health Center, an online data base, maintains records of any incidents.

	KG	Elementary	Middle	High
Care and support	Good	Good	Good	Good

- The positive ethos promoted by all staff members enables students to enjoy school life and makes them feel appreciated and well cared for. Robust systems are in place to support the social and emotional well-being of students. Students can approach a trusted adult if they have any concerns.
- Procedures to promote attendance are very effective. Punctuality is in need of improvement for a minority of students. The school welcomes students with SEND and provides suitable intervention programs and additional support. However, the quality of support is inconsistent across subjects and grades.
- The school provides good guidance for students about educational pathways and career choices. The tracking of academic progress is not used sufficiently well to set targets and accelerate students' progress, particularly for the more able and the gifted and talented.

For development

- Improve students' punctuality at the beginning of the school day and to lessons.
- Provide academic guidance consistently in all subjects for students so that they are clear about the next steps in their learning and what they need to do to achieve them.

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND

Good

- The school makes effective use of a range of indicators to identify students with SEND. Consequently, interventions and differentiated planning ensure that students are able to access the curriculum. Partnerships with external providers support the assessment and provision for students with more complex needs.
- The school has developed effective strategies to improve communication with parents. Parents feel welcomed and supported by the Inclusion team. They formally meet three times a year to discuss their children's progress and contribute to their Individual Education Plans (IEPs).
- The curriculum is well aligned and targeted support ensures that students are involved in learning activities that promote independence, personal, social and academic skills. However, the learning targets in the SEND 'passports' are not always sufficiently developed to help teachers differentiate their provision. Students with SEND are included in all aspects of school life and can participate fully in the curriculum.
- Progress by students is good across most subjects, particularly in Islamic education. Provision for students with SEND is effectively linked to targets and continuous assessments are thorough and detailed. Procedures to monitor the academic progress of students with SEND are effective. Systems to track their personal, social and emotional progress are less well developed.

For development

- Use individual student assessments consistently in lesson planning.
- Further involve students in writing their IEPs and setting specific learning goals.
- Focus the 'passports' on overcoming specific barriers to learning.

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

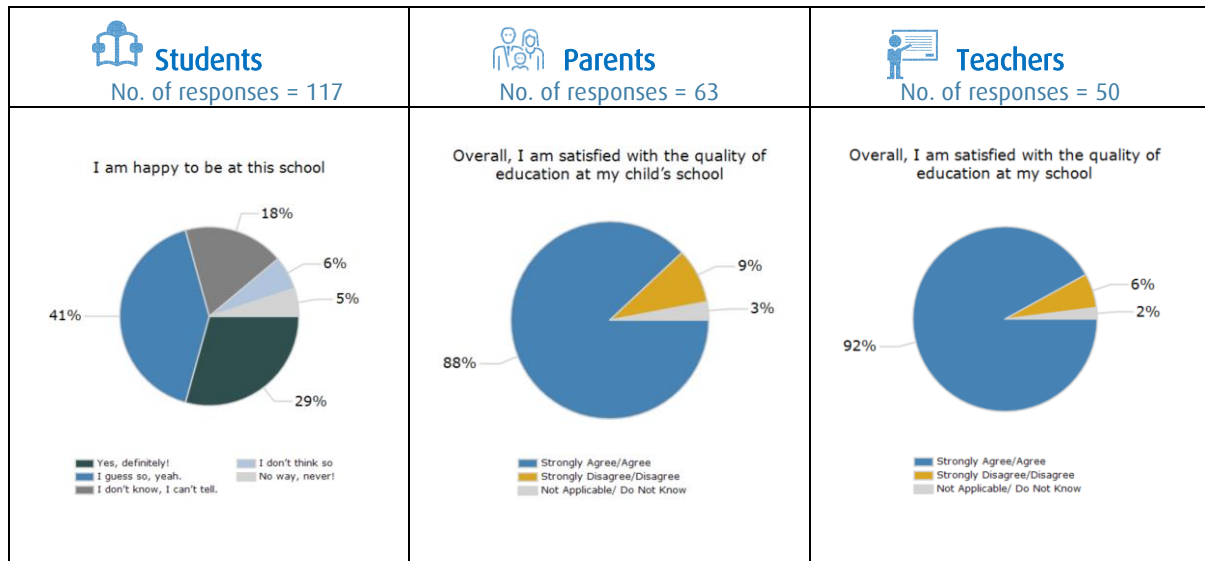
- All senior leaders, led by the principal, are dedicated and effective. They share a clear vision for the school and communicate the vision effectively to the staff, students, and parents. Leaders have high aspirations for students' achievement, a good knowledge of the curriculum and how teachers should teach it. They demonstrate a commitment to inclusion and make effective provision for students with SEND.
- The school's plans for improvement are linked to local and national priorities. They are based on gathering a range of assessments, from within the school, as well as external international benchmark assessments. When coupled with information received from parents, they present a clear picture of the strengths and weaknesses of the school.
- Parent's distinctive partnership with the school, supports students' learning. Their contributions are a clear indication of their active role, particularly in the initiatives to engage the girls with national and international community groups. Transparent and timely communications and reporting procedures keep them informed about their children's progress.
- The Governing Body does not include a wide variety of stakeholders. However, governors seek the views of stakeholders through the Advisory Board, representing parents and older students. The Governors monitor the work of the school, but have only minor influence on the school's improvement relative to the recommendations of the previous inspection report. Governors strongly support school leaders in ensuring that the school meets its commitments to parents.
- The leaders and staff, coupled with effective policies and procedures ensure that the school is well managed and operates smoothly. Staffing is sufficient and the large majority of staff are appropriately qualified. The school is well resourced and the facilities are of good quality. The staff benefit from helpful professional development activities and are collectively determined to increase their capacity to meet the needs of all groups of students.




For development

- Governors and leaders should focus on students' attainment to analyze the quality of teaching and where improvements are needed take clear action.

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.



 Students	<ul style="list-style-type: none"> Almost all students who responded to the survey are happy to be in the school, feel safe, and agree the school is friendly and welcoming. They also report that teachers' feedback helps them to improve their work.
 Parents	<ul style="list-style-type: none"> Overall, a large majority of parents are satisfied with the quality of education that their children are receiving. They also believe that their children are learning well because of effective teaching. A large majority note the high quality of effective career and academic guidance that their children receive.
 Teachers	<ul style="list-style-type: none"> A large majority of teachers believe that students learn well most of the time because of effective teaching. They believe that adults at the school prioritize the well-being of students. Teachers report that the feedback that they provide for students improves the quality of the students' work. Almost all teachers believe that students are happy in their school.

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