



المعروف
Knowledge المعرفة



COLLEGIATE INTERNATIONAL SCHOOL

US/IB CURRICULUM

GOOD

DUBAI FOCUS AREAS

INCLUSIVE
EDUCATION



GOOD

WELLBEING



GOOD

NATIONAL AGENDA
PARAMETER





























GOOD

CONTENTS

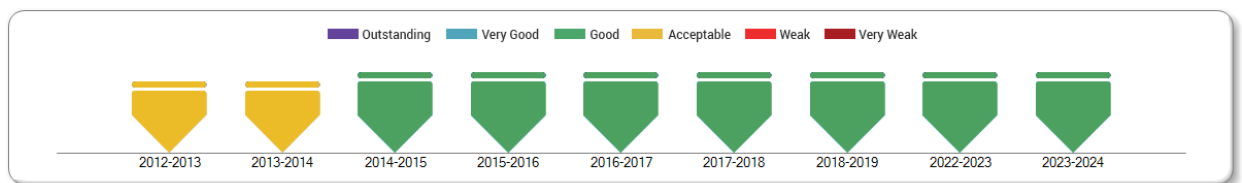
| | |
|--|----|
| SCHOOL INFORMATION | 3 |
| SUMMARY OF INSPECTION FINDINGS 2023-2024 | 4 |
| OVERALL SCHOOL PERFORMANCE | 6 |
| FOCUS AREAS | 8 |
| MAIN INSPECTION REPORT | 11 |
| WHAT HAPPENS NEXT? | 21 |



SCHOOL INFORMATION

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|---|---|---|
|  <p>GENERAL INFORMATION</p> |  Location | Umm Suqeim 3 |
| |  Opening year of school | 2011 |
| |  Website | https://www.collegiate.sch.ae/ |
| |  Telephone | 97144271400 |
| |  Principal | Jonathan Paul Cox |
| |  Principal - date appointed | 9/1/2023 |
| |  Language of instruction | English |
| |  Inspection dates | 20 to 24 November 2023 |
|  <p>STUDENTS</p> |  Gender of students | Boys and girls |
| |  Age range | 3 to 18 |
| |  Grades or year groups | KG1 to Grade 12 |
| |  Number of students on roll | 730 |
| |  Number of Emirati students | 50 |
| |  Number of students of determination | 52 |
|  Largest nationality group of students | Arab | |
|  <p>TEACHERS</p> |  Number of teachers | 69 |
| |  Largest nationality group of teachers | USA |
| |  Number of teaching assistants | 17 |
| |  Number of guidance counsellors | 2 |
|  <p>CURRICULUM</p> |  Curriculum | US/IB |
| |  External Curriculum Examinations | IBDP, AP |
| |  Accreditation | IB, NEASC |

School Journey for COLLEGIATE INTERNATIONAL SCHOOL



SUMMARY OF INSPECTION FINDINGS 2023-2024

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

Students Outcomes

- Students' achievement in English, mathematics and science is mostly good in the Kindergarten (KG), Elementary and High. Achievement is acceptable in mathematics and science in Middle and in mathematics in High. Achievement in Arabic, as an additional language, is good in Elementary, otherwise, achievement in Islamic Education and Arabic as a first and additional language is mostly acceptable. Students' learning skills are not as strong in Middle as the other phases.
- Most but not all students have positive attitudes to school, particularly in KG and Elementary. The lack of self-discipline of a minority of students in Middle hinders learning. Punctuality remains a concern. Students make positive contributions to the school community and have a mature understanding of environmental issues. There are few opportunities for community volunteering.

Provision For learners

- Teachers' secure subject knowledge which they use in lesson planning. Most teachers interact well with students, but classroom management is less strong in Middle. Some teaching supports collaborative learning. During the best lessons questioning promotes critical thinking. In KG, checklists track children's development over time. Elementary teachers use formative assessments well to monitor students' progress. Assessment in the middle and high schools is less consistent.
- The curriculum is aligned with the appropriate standards. The high school integrates the US curriculum alongside the International Baccalaureate Diploma Program (DP)). Through curriculum mapping, the US High School Diploma requirements are fully met through the delivery of the IB curriculum. Improved units of inquiry add challenge to the elementary curriculum. Although curriculum modifications to meet students differing needs are planned, these are not always delivered. The Creativity, Activity Service (CAS) program promotes service in all phases.
- Robust policies and training ensure the safeguarding of students and staff. Evacuation drills are regular and comprehensively recorded. The medical team and staff promote healthy living. Regular checks ensure the premises are well-maintained. Relationships are positive, but behavior management is not always effective in the middle and high schools. The identification of students' additional needs is robust.

Leadership and management

- The newly created strategic direction is founded on the UAE priorities. Leaders have established a stronger lower school and have the capacity to improve the upper school. Improvement planning is comprehensive. Parents feel they are partners in their children's learning. Students' engagement in local community projects is limited. The KG offers a stimulating learning environment. Rapid growth presents challenges to the joint US and IB curricula.

Highlights of the school:

- The vibrant learning environment and resources in KG that lead to very strong progress, especially in English and mathematics
- The engagement of parents as partners in their children’s learning
- The security and maintenance of the premises that ensure a safe learning environment for all students
- The students’ understanding of UAE culture and their opportunities to experience other cultures

Key recommendations:








- Improve the quality of teaching and teachers’ classroom management skills, particularly in the middle school.
- Governors should determine ways in which to provide adequate support for the recently appointed leaders as they implement the US diploma program through the IB, and address the challenges of the rapid growth, particularly in Middle and High School.



OVERALL SCHOOL PERFORMANCE

Good

01 Students' Achievement

| | | KG | Elementary | Middle | High |
|---|------------|----------------|----------------|----------------|----------------|
|  Islamic Education | Attainment | Not applicable | Acceptable | Acceptable | Acceptable |
| | Progress | Not applicable | Good | Good | Good |
|  Arabic as a First Language | Attainment | Not applicable | Good | Weak | Acceptable |
| | Progress | Not applicable | Good | Acceptable | Acceptable |
|  Arabic as an Additional Language | Attainment | Not applicable | Acceptable | Acceptable | Weak |
| | Progress | Not applicable | Acceptable | Acceptable | Acceptable |
|  Language of instruction | Attainment | Not applicable | Not applicable | Not applicable | Not applicable |
| | Progress | Not applicable | Not applicable | Not applicable | Not applicable |
|  English | Attainment | Good | Good | Good | Good |
| | Progress | Very good | Good | Good | Good |
|  Mathematics | Attainment | Very good | Good ↑ | Acceptable | Acceptable |
| | Progress | Very good | Good | Acceptable | Acceptable ↓ |
|  Science | Attainment | Good | Good | Acceptable ↓ | Good |
| | Progress | Good | Good | Acceptable ↓ | Good |

| | KG | Elementary | Middle | High |
|-----------------|-----------|------------|--------------|------|
| Learning skills | Very good | Good | Acceptable ↓ | Good |

02 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 | Very good | Very good | Very good |

03 TEACHING AND ASSESSMENT

| | KG | Elementary | Middle | High |
|---------------------------------|--------|------------|--------------|--------------|
| Teaching for effective learning | Good | Good | Acceptable ↓ | Good |
| Assessment | Good ↓ | Good | Acceptable ↓ | Acceptable ↓ |

04 CURRICULUM

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

05 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 | Good | Good |

06 LEADERSHIP AND MANAGEMENT

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

For further information regarding the inspection process, please look at [UAE School Inspection Framework](#)

FOCUS AREAS

National Agenda Parameter

International Assessment, Reading Literacy and Emirati Achievement

Since 2015, the Dubai private school sector has been highly successful in exceeding the challenging targets set as part of the National Agenda 2021, for international assessments (PISA, TIMSS, PIRLS). We continue to evaluate schools' achievements in international assessments, putting an even greater focus on the achievements of schools' Emirati cohorts and their success in improving reading literacy skills across the school a key driver for students' success in education. The following section focuses on the success of the school in meeting the National Agenda Parameter targets.



| | |
|-------------------------------------|------------------|
| A. Registration Requirements | Met Fully |
|-------------------------------------|------------------|

| | Whole school | Emirati cohort |
|---|--------------|----------------|
| B. International and Benchmark Achievement | Good | Good |

- The school met its target on the 2021 Progress in International Reading Literacy Study (PIRLS). with a 28 point increase over the 2016 score of 550. In the last two years of Measures in Academic Progress (MAP) benchmark assessments, students in the lower grades showed improvement against curriculum standards in English, mathematics, and science. Older students showed slower growth in these assessments. Emirati students' progress on these assessments is similar but slightly less than their classmates.

| | |
|---|-------------|
| C. Leadership: International and Emirati Achievement | Good |
|---|-------------|

- The school's National Agenda action plan focuses on improving students' performance on the MAP assessments, and progression on international assessments. They have yet to use the results of these assessments to modify the curriculum and teaching. Critical thinking and reasoning are promoted in the better lessons in science and mathematics, and regularly during English lessons.

| | Whole school | Emirati cohort |
|---|-------------------|-------------------|
| D. Teaching and Learning: Improving reading literacy | Acceptable | Acceptable |

- Students have not taken a reading literacy skills assessment, which gives a reading age for each student. However, other forms of assessment show that a significant proportion of students in Middle and High are weak readers, including some Emirati students and many new to the school. Interventions take place at class level, but none tailored for individual students. Interventions include increasing students' engagement with literature and supporting students' subject-based vocabulary in each grade. Although too early to judge its impact, these initiatives are having a positive effect.

Overall school standards in the National Agenda Parameter are good

For Development:

- Use the results of a reading literacy assessment to identify students who are reading below chronological age level and plan targeted interventions to improve their reading skills.
- Ensure that teachers use the outcomes of reading assessments in developing literacy in their subjects.

Wellbeing



KHDA has placed well-being at the centre of our school communities. Through focusing upon the inspection of three core well-being domains; leading and pursuing wellbeing, engaging and enabling stakeholders and student's wellbeing agency and experiences an evaluation of wellbeing provision and outcomes is provided below:

Overall, the quality of wellbeing provision and outcome is at a good level

- Wellbeing is a high priority in the school. Growth mindset training complements the vision. Survey responses and informal feedback are closely analyzed. Showing kindness has been an area of concern and the school council has contributed to developing supportive strategies. The increased number of secondary students has created challenges. Concerted efforts are being made to create a welcoming environment. Initiatives are in place to enhance teachers' morale, but this is not fully resolved. The restorative justice program is addressing some classroom behavior issues.
- Monthly cafe sessions encourage parents to voice concerns and share suggestions. Newsletters, emails, telephone calls and social media, are effective forms of communication. Students are closely monitored and those with difficulties are referred to the wellbeing team which includes the counsellor and inclusion lead. External services are also used. The wellbeing champion places special focus on the staff as well as the students. Staff are encouraged to seek support if needed and a healthy work-life balance is promoted. The sharing of best practice and monthly wellbeing committee meetings ensure monitoring.
- The curriculum is best linked to wellbeing in the elementary school where programs of inquiry support key themes. Older students have a less structured approach. Wellbeing is taught through moral and social education, home sessions and assemblies but it is not yet fully embraced. Healthy eating and fitness challenges are encouraged. The medical staff deliver hygiene sessions. Extra-curricular activities, yoga, meditation and brain gym are also offered. Cyber-bullying, sustainability and controlled screen time is explored. Annual Peace Day tree planting and awards for going 'above and beyond' enhance wellbeing.

For Development:

- Ensure older students are afforded the same wellbeing time and commitment as is evident in the elementary school and help them to appreciate the intrinsic value it provides.

UAE social studies and Moral Education

- The moral, social and cultural studies (MSCS) program is taught through an integrated approach that differs between phases. In Grades 1 to 5 in the elementary school, lessons are planned and taught using the MSCS framework. In Grades 6 to 10, lessons are based on the UAE MSCS standards and integrated into the US social studies classes through a combination of teacher devised lessons and project-based activities.
- In the elementary school, the UAE social studies and moral education are taught both as a stand-alone subject and by integration within the PYP Unit of Inquiry. The MSCS curriculum is planned to ensure compliance with UAE Ministry of Education (MoE) requirements for students in each grade level from 1 to 10. In the middle and high schools, UAE social studies is integrated within the curriculum as part of the MYP social studies program. Moral education is delivered as a stand-alone subject for 50 minutes each week. Students in Grades 11 and 12 study a separate moral and social education program.

Arabic in Early Years

- The school offers Arabic for children in KG2 for 100 minutes during two sessions per week. Children who are both Arabic and non-Arabic speakers are combined during the same lessons. The curriculum is based on a communicative approach with a focus on alphabetical letters and numbers. The children practice letters and word shapes. They are developing listening and speaking skills. The curriculum is intended to be an introduction to the language and to provide a transition to Arabic in the elementary school. One teacher delivers the lessons through engaging activities and rhymes. The teacher adapts and applies the KG assessment methods to evaluate the children's achievements.



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

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

- During lessons and in their recent work, most students' attainment is in line with the curriculum standards. This matches the school data. Students in each phase show adequate understanding of Islamic principles and beliefs and have basic knowledge of the Prophet's (PBUH) Seerah. Most students' recitation skills are underdeveloped.
- Across the school students are making good progress. Elementary students engage in deep discussions of the rules of Islamic worship. In Middle, students interpret and connect the Prophet's (PBUH) Hadith to their personal experiences. High school students analyze contemporary Islamic issues and propose solutions.
- Stronger teaching has raised the expectations of students and is actively fostering their reasoning skills. However, students' ability to support their understanding with references from the Holy Qur'an and Hadith is not well developed.

For Development:

- Improve students' recitation skills.
- Strengthen students' ability to support their understanding with references from the Holy Qur'an and Noble Hadith.

ARABIC AS A FIRST LANGUAGE

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

- Most elementary school students' attainment and progress are noticeably better than of those in Middle and High. Students' attainment is weakest in the middle school. More able students' progress is slower than that of other groups as they are insufficiently challenged.
- Elementary school students have strong listening and speaking skills, while their reading comprehension is only adequate., Students' speaking and reading skills are less secure in the middle than in the high school. Writing is the least well-developed skill.
- Teachers provide students with a variety of tasks and different work sheets to enhance their learning. However, these are not purposefully implemented to challenge students' linguistic abilities or to fill their learning gaps, especially in the middle and high schools.

For Development:

- Improve students' reading and creative writing and use of modern standard Arabic.
- Ensure that learning activities are appropriately challenging and matched to student's individual needs.

ARABIC AS AN ADDITIONAL LANGUAGE

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

- In the elementary school students' listening skills are slightly better than those in Middle. In the high school attainment is weaker than in other phases. The progress of more able students' is slower than that of other groups. Girls' achievement is slightly better than boys.
- In Elementary and Middle, students' listening and reading skills are adequate. However, their comprehension and independent writing skills are less well-developed. In High, students' attainment is noticeably weak in most skills, especially for those who have a greater number of years of learning Arabic.
- Teachers offer students different tasks and work sheets. However, these tasks are not effectively enhancing their learning. They do not always match students' abilities or their years of studying the language.

For Development:

- Improve students speaking, writing and reading comprehension skills.
- Ensure that the level of challenge of learning activities matches students' abilities and years of learning Arabic.

ENGLISH

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

- Children in KG rapidly develop their language and literacy skills through play-based learning and a strong phonics program. These skills are enhanced in the elementary school. Students' progress and attainment in the middle and high schools are not as strong. This is reflected in external assessment results.
- Students' speaking skills are stronger than their listening, reading, and writing skills. Most can communicate their learning orally with confidence. They are relatively articulate. The focus on reading is enhancing their vocabulary. Most students read with some comprehension, but their analytical and inference skills are underdeveloped.
- Students' knowledge and understanding of English writing conventions and techniques, is steadily developing. However, they do not regularly apply what they learn in their writing. Students use assessment guidelines to evaluate their work, but they do not routinely check their work for accuracy.

For Development:

- Improve students' knowledge and application of English writing conventions and techniques.
- Improve students' inference and analytical reading skills in a range of genre.

MATHEMATICS

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

- In KG, children use resources well to build strong numeracy skills. Elementary school students are building skills in problem-solving as they explore practical situations and apply their reasoning. Many of the older students in Middle and High lack strong foundational mathematical knowledge and skills.
- Students in the elementary school have secure understanding of number operations, geometry and use of data. A majority of middle school and high school students are developing mathematical thinking well, particularly with algebra, but most lack a secure knowledge base, and this slows their progress.
- The school's initiative to build subject-related vocabulary is having a positive impact on students' understanding and use of mathematical language in all phases. In some grades, students use technology well through personalized approaches that support the development of their MAP skills.

For Development:

- Raise students' progress and attainment in Middle and High.

SCIENCE

| | KG | Elementary | Middle | High |
|-------------------|------|------------|--------------|------|
| Attainment | Good | Good | Acceptable ↓ | Good |
| Progress | Good | Good | Acceptable ↓ | Good |

- The positive attainment and progress in three phases reflect the focus on improving students' language skills as they enable students' better access to the curriculum. Students' outcomes in Middle are below the expected curriculum standards due to low teacher expectations, inconsistent teaching and, a lack of challenge in learning.
- In KG, children engage in investigative science which builds upon their natural curiosity. In Elementary, improvements to the units of inquiry have helped to develop students' research, problem-solving and inquiry skills, while building a solid base of scientific knowledge.
- In both the middle and high schools, the lack of challenging scientific activities hinders students' progress, as does the occasional lack of self-discipline. The shortage of improvement in scientific thinking and independent investigative skills is not preparing students adequately for success in either the US or IB diploma courses.

For Development:

- Set higher expectations of all students and create a stimulating, challenging and investigative learning environment in every science lesson.
- Ensure that all students understand the need for self-discipline and for maintaining a clear focus on their studies.

LEARNING SKILLS

| | KG | Elementary | Middle | High |
|------------------------|-----------|------------|--------------|------|
| Learning skills | Very good | Good | Acceptable ↓ | Good |

- Children in KG rapidly develop their learning skills. They are keen to engage and communicate their learning and work well together during free-flow activities. A minority of middle and high school students show little enthusiasm for learning and do not listen sufficiently to their teachers.
- During the better lessons, students take responsibility for completing learning tasks and often collaborate effectively with others to share their thinking and to develop their ideas. Students regularly make connections to the wider world and occasionally to other subjects.
- Students increasingly use technology to access lesson content, to conduct research and to present their work. The application of students' critical thinking, problem-solving and analyzing skills are features of many lessons although this often lacks sufficient depth.

For Development:

- Improve students' listening skills, particularly in the middle school and encourage them to take greater responsibility for their own learning.
- Improve the development of students' higher order thinking and analytical skills.

02 STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

| | KG | Elementary | Middle | High |
|-----------------------------|-----------|------------|--------|------|
| Personal development | Very good | Very good | Good ↓ | Good |

- Students feel safe and appreciated at school. Most students have a positive attitude towards learning and look after one another. This positive atmosphere fosters strong and respectful relationships between students and staff, particularly in KG and the elementary school.
- Children in KG quickly gain self-confidence and learn expected behaviors. Most students observe the school rules and principles. However, a minority of students struggle with self-discipline, particularly in the middle and high schools, affecting both their own and the learning of others.
- Students' eating choices and active engagement in sports reflect their understanding of healthy living habits. Attendance rates have improved since the last inspection. However, students' punctuality to lessons, and at the start of the school day, remain a concern, as it disrupts the learning process.

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

- Students demonstrate a clear understanding of, and respect for, Islamic values. They actively participate in all school organized Islamic events such as, Ramadan Iftar and show empathy and respect when Muslim friends are fasting during Ramadan.
- Most students know, understand and appreciate the culture and heritage of the seven Emirates. They can discuss the country's history, sports, and the leaders' quotes. Students are also actively involved in celebrating UAE occasions such as, National Day and Flag Day.
- Students take pride in their own cultures and are respectful of the varied cultures of other members of the school community. They participate in cultural projects and events to celebrate the rich diversity of cultures, such as, International Day and Diwali.

| | KG | Elementary | Middle | High |
|--|-----------|------------|-----------|-----------|
| Social responsibility and innovation skills | Very good | Very good | Very good | Very good |

- In KG, children act responsibly, undertaking leadership roles within their classrooms. As house captains and student council members, older students play a significant role in improving the school. However, there are few opportunities for students to undertake volunteer roles in the community.
- Most, but not all, students display a positive work ethic. Their creativity is evident from the KG onwards. Older students acquire key skills of innovation and entrepreneurship. However, there are insufficient opportunities for students to initiate their own projects.
- Students have a mature understanding of environmental issues. The youngest children know about recycling and the dangers of ocean pollution. Older students' initiatives include recycling food waste and the Eco Garden. Their debates model COP28.

For Development:

- Improve students' understanding of their responsibilities, particularly with regard to their behavior.
- Increase students' punctuality to lessons and at the beginning of the school day.
- Provide more opportunities for students to initiate projects and engage in volunteering roles in the local community.

03 TEACHING AND ASSESSMENT

| | KG | Elementary | Middle | High |
|--|------|------------|--------------|------|
| Teaching for effective learning | Good | Good | Acceptable ↓ | Good |

- Teaching quality varies between phases, and within subjects. Teachers possess secure subject knowledge and apply a range of strategies including technology to facilitate learning. Classroom management is less strong in the middle school, allowing some behavior to have a negative impact on learning.
- Teachers routinely plan lessons well. They identify learning objectives with a range of tasks that provide appropriate levels of challenge for most, but not all, students. Most teachers interact well with students and use questioning to engage them in dialogue and to focus their attention.
- Some teachers provide opportunities for active and collaborative learning. During the better lessons more sophisticated use of questioning promotes thinking and probes students' understanding. This strategy encourages greater explanation and justification from students. Plenaries are not always used well.

| | KG | Elementary | Middle | High |
|-------------------|--------|------------|--------------|--------------|
| Assessment | Good ↓ | Good | Acceptable ↓ | Acceptable ↓ |

- Assessments in KG and Elementary use varied practices to evaluate gains in skills and knowledge. In KG, checklists track progress in learning over time. Elementary teachers use formative assessments well to check progress. Assessment in the middle and high schools is less consistent.
- External and international assessment data are evaluated in part by leaders to identify gaps or strengths in students' skills and knowledge. Teachers' and leaders' in-depth analysis and their use of data to influence curriculum mapping and lesson planning, are not yet fully embedded.
- Some teachers know their students very well and provide appropriate challenge and support. Their feedback on students' written work is sometimes very clear and provides next steps for learning. However, this is not consistent in all subjects or grades.

For Development:

- Share the best practices in teaching and classroom management to increase consistency in provision in each phase.
- Ensure that full use of assessment information in lesson planning to match learning activities to the abilities of students.

04 CURRICULUM

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

- The curriculum is aligned with the New York State Standards (NYSS), IBDP and MoE curriculum standards. The NYSS is adopted from KG to Grade 12. It is taught through the framework of the IB in PYP and MYP, allowing students to develop the characteristics of the IB learner profile.
- The high school curriculum integrates the requirements of the US High School Diploma through IBDP courses at both levels. Integrated mathematics in Grades 9-12 no longer aligns with NYSS which mandates separate courses in algebra and geometry.
- The improved units of inquiry in PYP have strengthened the cross-curricular links between subjects and added challenge and interest in the elementary curriculum.

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

- There is adequate modification of the curriculum to meet the needs of most children in KG and in the best units of work in other phases. Modification shown on lesson plans is not always delivered. This inconsistency is most evident in the middle school.
- Students have regular opportunities to engage in activities that promote enterprise, innovation, creativity and social contribution. The broad range of co-curricular activities enhance students' learning. The CAS program of the IBDP also promotes a culture of service in the other phases.
- The curriculum includes programs which develop knowledge, understanding and appreciation of UAE heritage, Emirati traditions, values and culture during special celebration days.

For Development:

- Ensure that curriculum modification is applied more consistently in all phases to provide appropriate and challenging work for students of all abilities.
- Ensure that each high school course is taught separately with the specified hours of tuition.

05 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 |

- Robust safeguarding policies are in place and all staff receive regular child protection training. Any concerns are dealt with promptly and efficiently. However, there is only one designated safeguarding lead, and there are no other staff trained to that level.
- Arrangements for safe transport by bus or car are very well managed. Comprehensive records are kept of regular evacuation drills with numerous staff trained in first aid, as fire wardens and in the use of evacuation chairs. Any incidents are well recorded.
- Students benefit from excellent levels of medical care. The medical team promote healthy living in conjunction with the physical education department. Regular checks of the fully accessible site, rigorous risk assessments and security measures, ensure the premises are safe and very well-maintained.

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

- There are positive, caring relationships between students and staff, but some behavior management is inadequate. This is particularly the case in Middle and, to an extent, in High. The rapidly growing student population are not yet forming a settled learning community. Attendance procedures are more effective than punctuality.
- The identification of students of determination, the gifted and talented and those with English as an additional language, is robust and detailed profiles are in place. Classroom implementation of differentiated strategies lack consistency.
- There is a strong learning support team with dedicated specialist teachers and assistants. Restorative justice programs are implemented earnestly. The pastoral and counselling teams provide strong support. A purposeful, focused and robust careers education program has yet to be established.

For Development:

- Ensure there are sufficient staff trained to an appropriate level to undertake the role of designated safeguarding lead.
- Ensure all teachers are confident and competent in classroom management and in applying differentiated strategies for all groups of students.
- Fully embed the new careers guidance program.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination

Good

- The head of inclusion, the principal and the nominated inclusion governor are each strongly committed to establishing an inclusive school. All students are welcomed and given opportunities to reach their potential. Leaders work well together to ensure their vision is shared and understood in all phases.
- Procedures for identifying students of determination are robust. The admissions team includes the head of inclusion. A range of tools are used for baseline assessments. Observations, regular meetings, and discussions assist in planning interventions for individual students who have been identified.
- Parents speak very highly of the support they receive from the inclusion department. They feel understood and, through trusting relationships, their children are thriving and gaining greater independence. They appreciate the regular communication and their involvement with reviewing their children's individual education plans (IEPs).
- Detailed IEPs provide clear strategies and specific goals for all students. They outline barriers to learning and are an excellent tool for learning support staff and mainstream teachers. However, they are not implemented consistently in every lesson. There are no alternative learning pathways in the middle or high schools.
- The rigorous assessment procedures provide a detailed analysis of how each student is progressing and identify where modifications might be required. Every student has a tracker chart on which test scores are recorded, observations are made and progress towards individual goals are analyzed.

For Development:

- Ensure greater consistency in the implementation of differentiation in all phases and, in particular, the use of the strategies recommended in students' IEPs.

06 LEADERSHIP AND MANAGEMENT

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

- The principal and other leaders, share a newly created strategic direction for the school. Their vision is founded on the UAE priorities of inclusion and wellbeing. Some, but not all middle leaders, demonstrate secure knowledge of the curriculum and best classroom practice. They have established a stronger learning culture in the KG and Elementary and understand what needs to be done to improve learning in Middle and High. They show the capacity and drive to achieve this.
- Students' performance data is not used consistently when establishing priorities. The monitoring of classroom practice focuses more on teaching than learning. Nevertheless, improvement planning is comprehensive. Its goals are to establish PYP, MYP and IBDP approaches to learning, to improve students' performance and to instill a more positive work ethic amongst some older students that matches the more established expectations in Elementary. Improvement strategies are beginning to address the challenges of providing the choice of US Diploma, APs and IB in the high school.
- Parents are very supportive of the school. The parents' association arranges activities for parents and students. They are confident that their views are heard. They feel they are partners in their children's learning. Parents value the regular electronic communication as much as opportunities to email or to address leaders and teachers directly. Students' academic and personal development are clearly reported. Students have extensive opportunities to experience other cultures, but local service projects are in their infancy.
- The governors and the advisory board have supported the school through a challenging time of rapid growth. Internal and external advisors, and advisory board members, are frequent visitors and committed critical friends. Governors are trained in their responsibilities within the Innoventures Group and hold school leaders to account. They understand the challenges of establishing an inclusive ethos and in meeting the commitments associated with the school's license as a joint US diploma and IB provider.
- The new leaders are beginning to address the behavior and attitude of some older students, but the structure of the buildings make it challenging for this small number of senior staff. Most teachers are suitably qualified and experienced. They are supported through professional training and additional staff are being recruited to improve the delivery of the complex high school curriculum. The KG offers a stimulating learning environment and specialist facilities support the breadth of the school curriculum.

For Development:

- Ensure that the continued rapid growth of the school population is suitably matched by recruitment of teachers with appropriate experience to deliver the joint curricula.
- Ensure that leaders have the necessary support to improve students' attitudes and behavior.
- Improve the capacity of middle leaders to drive improvement in their areas of responsibility.



WHAT HAPPENS NEXT?

All schools are required to develop an action plan. The plan 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 QA.Schools@khda.gov.ae