

# INSPECTION REPORT

2022-2023



**AL ITTIHAD PRIVATE SCHOOL**

**US CURRICULUM**

**GOOD**









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## SCHOOL INFORMATION







### GENERAL INFORMATION

	Location	Al Mamzar
	Opening year of School	1978
	Website	www.ipsmamzar.com
	Telephone	97142966314
	Principal	Deidre Elise Diaz
	Principal - Date appointed	1/2/2023
	Language of Instruction	English, Arabic
	Inspection Dates	20 to 24 February 2023





### STUDENTS

	Gender of students	Boys and girls
	Age range	3 to 18
	Grades or year groups	Pre-K to Grade 12
	Number of students on roll	1684
	Number of Emirati students	1168
	Number of students of determination	49
	Largest nationality group of students	Emirati

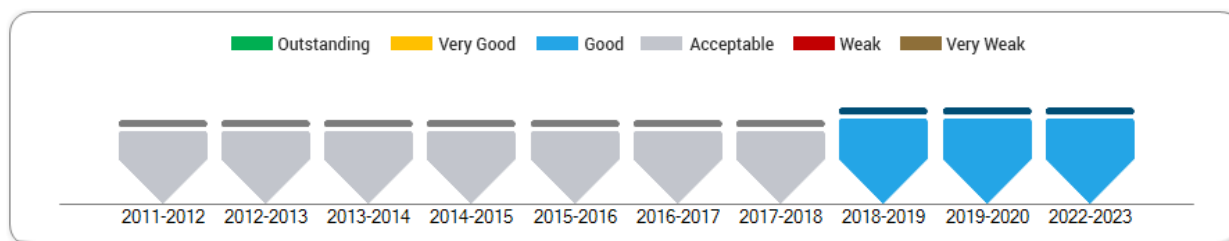
### TEACHERS

	Number of teachers	128
	Largest nationality group of teachers	Jordanian
	Number of teaching assistants	16
	Teacher-student ratio	1:13
	Number of guidance counsellors	1
	Teacher turnover	17%

### CURRICULUM

	Educational Permit/ License	US
	Main Curriculum	US
	External Tests and Examinations	Advanced Placement (AP)
	Accreditation	New England Association of Schools and Colleges (NEASC)

### School Journey for AL ITTIHAD PRIVATE SCHOOL



## Summary of Inspection Findings 2022-2023

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

### STUDENTS OUTCOMES

- In the upper phases, students' poor literacy and comprehension skills continue to impact negatively on attainment in Arabic, English and mathematics. Children in the Kindergarten (KG) benefit from a stimulating learning environment and make good progress. Students in the high school perform strongly in all subjects, and especially in Islamic Education. Students' performance in science is secure in all phases.
- Students generally demonstrate positive and responsible attitudes towards school and learning. Behavior is positive. Students show consistent self-discipline. However, levels of attendance and punctuality are below expectations. Students have an excellent appreciation and understanding of how Islamic values influence contemporary society in the UAE. Children in the KG enjoy having responsibilities in class. Members of the student council organize whole school events.

### PROVISION FOR LEARNERS

- The quality of teaching is good in all phases. Teachers demonstrate secure subject knowledge. The quality of teaching in Islamic Education lessons is positive, particularly in the elementary and high schools. Transparent and systematic processes ensure the integrity of internal and external data assessments and analysis. Leaders and teachers effectively monitor students' progress and make adequate adjustments to teaching and to the curriculum.
- The curriculum is balanced and aligned to the California Common Core (CCS) and Next Generation Science Standards (NGSS). Students have regular opportunities to engage in activities that promote enterprise and creativity. A program of extra-curricular activities within and outside the school is being developed. The curriculum enables students to develop a clear understanding and deep appreciation of the values, culture and society of the UAE.
- All members of staff look after the safeguarding of students. They receive thorough training based on comprehensive policies. The child protection team, which includes three social counselors, provides highly effective levels of support. Staff and students have positive relationships. Staff care about students' wellbeing. Current systems to ensure good attendance and punctuality are ineffective. Screening assessments to identify students with gifts and talents are inadequate.

### LEADERSHIP AND MANAGEMENT

- The recently appointed principal is committed to school improvement and involves all leaders in the self-evaluation process. Leaders demonstrate a very clear vision for the future direction of the school. Strategic planning is focused on improving students' outcomes and wellbeing. The corporate governing board is establishing practices to hold all leaders to account and to ensure that staffing and resources are of high quality.

### The best features of the school:

- Students' excellent appreciation and understanding of Islamic values and their deep grasp of Emirati heritage, culture and history.
- Students' very positive work ethic, commitment to the environment and knowledge of sustainability goals.
- The successful outcomes of children in the KG, and very good progress in Islamic Education in the high school.
- The good quality of teaching, learning, assessment processes and curriculum design in all phases.
- The security arrangements and child protection measures which ensure that students and staff benefit from a healthy and safe environment.

### Key recommendations:

- Ensure that systems for managing attendance and punctuality involve both students and parents, and that prompt action is taken when levels fall.
- Improve attainment in all subjects.
- Ensure that all leaders are held to account for students' performance and that improved levels of staffing and resources are available.
- Prioritize and resource literacy needs, with a literacy component in every lesson plan.



## Overall, School Performance

**Good**

### 1. Students' Achievement

		KG	Elementary	Middle	High
<p>Islamic Education</p>	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Very good	Good	Very good
<p>Arabic as a First Language</p>	Attainment	Not applicable	Acceptable	Acceptable	Good
	Progress	Not applicable	Good	Acceptable	Good
<p>Arabic as an Additional Language</p>	Attainment	Not applicable	Acceptable	Acceptable	Not applicable
	Progress	Not applicable	Good	Acceptable	Not applicable
<p>English</p>	Attainment	Good	Acceptable	Acceptable	Good ↑
	Progress	Good	Acceptable ↓	Good	Good ↑
<p>Mathematics</p>	Attainment	Good	Acceptable	Acceptable	Good ↑
	Progress	Good	Acceptable	Good	Good
<p>Science</p>	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
<b>Learning skills</b>		<b>KG</b>	<b>Elementary</b>	<b>Middle</b>	<b>High</b>
		Good	Good	Good	Good

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

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

## 3. Teaching and assessment

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

## 6. Leadership and management

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

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

## Focus Areas

### National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the 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.

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

	Whole school	Emirati cohort
<b>Progress in international assessment</b>	<b>is below expectations.</b>	<b>is below expectations.</b>

- Progression in international and benchmark assessments is weak across all subjects. Students' deficits are not improving, despite efforts and initiatives described in the 2022-2023 action plan. Low reading levels are a common feature and hinder efforts to improve attainment.

	Whole school
<b>Leadership: data analysis and curricular adaptation</b>	<b>is approaching expectations.</b>

- School leaders oversee the alignment of the curriculum to match learning outcomes and appropriate assessments. The action plan describes the curriculum review process and how gaps in content and skills are to be addressed. There is an emerging focus on preparing students for external benchmark assessments, such as TIMSS and PISA.

	Whole school	Emirati cohort
<b>Improving reading literacy and wider learning skills</b>	<b>is approaching expectations.</b>	<b>is approaching expectations.</b>

- Students' literacy deficits are impacting negatively on outcomes in internal and external examinations. Leaders and teachers do not provide an adequate focus on reading, writing and literacy, in all subjects and grades.

Overall, the school's progression to achieve the UAE National Agenda targets is approaching expectations.

### For Development:

- Implement and monitor a whole school policy on literacy and reading and improve students' comprehension skills in all subjects.



## Wellbeing

The quality of wellbeing provision and outcomes is at a **moderate level**.

- Leaders understand the need to ensure the wellbeing of all students, parents and members of staff. The recent appointment of a school committee is helping to embed wellbeing throughout the school community. The governing board is developing its role in planning provision for wellbeing. Survey data are infrequently collected and requires further consideration when addressing wellbeing issues. The school has not yet administered the social and emotional survey to students in the middle school.
- The school has appointed counselors and social workers in the middle and high schools. Students know whom to contact if they have concerns. The counselors and school leaders address parents' concerns and act on wellbeing matters. Programs for staff include some team building events and celebrations which are designed to support the whole school community. Parents are encouraged to attend coffee hours to learn more about social and emotional wellbeing.
- The school provides opportunities for students to develop wellbeing through some assemblies, the student council and meetings with counselors. Leaders are working to encourage students to adopt a healthier lifestyle and are involving parents in this initiative. Students feel safe and supported in school. Older students report that they receive a good education to prepare them for their future careers.

## UAE social studies and Moral Education

- UAE social studies is offered as separate lessons in Grades 1 to 9, weekly for lessons of 50 minutes. Moral education lessons are delivered as separate lessons in Grades 1 to 12, also weekly for lessons of 50 minutes.
- The implementation of UAE social studies and moral education program meets the Ministry of Education (MoE) requirements.

## Main Inspection Report

### 1. Students' Achievement

#### Islamic Education

	KG	Elementary	Middle	High
Attainment	Not applicable	Good	Good	Good
Progress	Not applicable	Very good	Good	Very good

- The majority of students demonstrates knowledge, skills and understanding of Islamic concepts that are above curriculum expectations. Students in the elementary and high schools show better progress in their awareness of Islamic concepts linked to everyday situations than do those in the middle school.
- Students in Elementary have a solid knowledge of Islamic beliefs. Those in the middle and high schools can explain moderation in spending and halal food and drink. Their skills in linking the Hadith and Holy Qur'an to the topics being studied are less developed.
- Students have improved their understanding of Seerah and Islamic values and etiquette, particularly in the middle school. Their skills in recitation and memorization of the Holy Qur'an, particularly in the lower grades, are strong.

#### For Development:

- Provide more opportunities for practice in memorization and recitation of the Holy Qur'an.
- Improve students' ability to discuss Islamic concepts and relate them to everyday applications.

#### Arabic as a First Language

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

- Students' attainment has not changed since the previous inspection report. Progress in lessons and in recent work is sound, in both the elementary and high schools.
- Students' oral communication skills are more secure in Elementary and High. Rhetorical skills are particularly well developed among girls in the high school. Students in the high school use age-appropriate language to present, justify, and argue different issues.
- Students' reading and creative writing skills are strong, particularly in the high school. They understand and can respond to a variety of texts and genres appropriately, and can address questions coherently.

#### For Development:

- Improve students' attainment, particularly in middle school, by setting high expectations.

### Arabic as an Additional Language

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

- In Elementary, the progress of both boys and girls exceeds MoE curriculum standards and expectations. Weaknesses in language skills among students in the middle school hinders similar levels of progress.
- Students' ability to pronounce Arabic words correctly is secure in both phases. Students can blend and segment sounds into words. However, in writing, their understanding and interpretation of words varies across the school.
- Students read short texts on familiar topics with little assistance, but their comprehension and response to those texts varies. They tend to rely on visual cues, simplified and guided questions, and repetition by teachers. Their creative and independent writing skills are less developed.

#### For Development:

- Improve students' comprehension of and response to a variety of texts, as well as their creative writing skills.

### English

	KG	Elementary	Middle	High
Attainment	Good	Acceptable	Acceptable	Good ↑
Progress	Good	Acceptable ↓	Good	Good ↑

- In the high school, students' improving literacy skills support good levels of attainment. Children in KG2 know and understand key concepts for writing, such as following words from left to right. They know that words need spaces between them.
- Literacy levels in the elementary school have declined a little. A minority can write sentences in chronological order to match pictures. In the middle school, students' abilities to read and extract information, and to write short notes to capture that information, are secure.
- The majority of high school students can analyze an author's language and how it contributes to the overall message featured in the text. Students research and interpret the author's perspective on the text and can form an opinion about the narrative.

#### For Development:

- Ensure that literacy is prioritized and strategically taught in all phases in order to improve students' reading, writing, comprehension and research skills.

## Mathematics

	KG	Elementary	Middle	High
Attainment	Good	Acceptable	Acceptable	Good ↑
Progress	Good	Acceptable	Good	Good

- Mathematics taught through everyday contexts underpins progress throughout, and the good attainment of students in high school. The use of online platforms enables students to access digital textbooks and resources, while developing independent learning skills. However, handwritten presentations are underdeveloped.
- In KG, children use graphing skills to determine which color is the most popular. Grade 5 students can correctly apply formulae. In Grade 8, students prove the converse of Pythagoras. By Grade 12, they can determine continuity at a point on an open interval.
- When explaining their work, students effectively use mathematical language. They show an understanding of the processes and develop key vocabulary. Problem-solving relating to contexts outside the classroom is integrated into lessons. Inquiry and critical thinking skills are not fully developed.

### For Development:

- Ensure that there is a balance between technology and the writing skills essential for calculation and graphing, by using mathematics workbooks where notes and corrected work are organized.

## Science

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

- Children in the KG are confident in their observational skills. They demonstrate a good understanding of different habitats and which animals live in them. In other phases, students demonstrate a secure understanding of scientific processes. The use of inquiry learning strategies is enhancing students' critical thinking skills.
- In Elementary, students can differentiate between the terms and processes of weathering, erosion and deposition. Students can connect the flow of water to the volume of water, and how the Earth's surface changes.
- Middle school students can explain the difference between potential and kinetic energy and apply their knowledge to everyday experiences. High school students use the periodic table to explain the electron configuration. Progress in all phases is slowed by inadequate laboratory provision.

### For Development:

- Ensure that students have access to higher-quality laboratories to extend their scientific knowledge and potential.

## Learning Skills

	KG	Elementary	Middle	High
Learning skills	Good	Good	Good	Good

- Students demonstrate positive attitudes. They assume increasing levels of personal responsibility when given the opportunity to work independently. Children in KG are eager to learn. Elementary students are well engaged in lessons. High school students take responsibility for their own learning and collaborate effectively.
- Students use technology more consistently in the high school as they develop research skills, but less so in other phases. In the elementary and middle schools, students' independent learning and critical thinking are constrained by too many activities directed by teachers.
- Students work well together. They collaborate effectively. Low literacy levels in all grades are impacting negatively on the quality of writing. Expected levels of writing are not always age-appropriate. Students' recent work reflects gaps in comprehension, and in analytical and research skills.

### For Development:

- Ensure that critical thinking and problem-solving skills are fully addressed and developed.
- Improve the quality of students' reading and writing skills and across all phases.

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

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

- The majority of students demonstrates positive and responsible attitudes towards school and learning. Behavior is positive. Students show high levels of self-discipline. The behavior of students in the KG and the high school is better than in the other phases.
- Students have respectful and strong relationships with members of staff and with one another. They show a secure understanding of how to keep themselves safe and healthy. They are fully aware of the need to make healthy food choices.
- Attendance and punctuality rates are low in all phases and over some periods of time. Some students eventually arrive in school and to classes, having continued to disregard the ethic and politeness of punctuality.

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

- Students have excellent understanding of the influence of Islamic values on society in the UAE. They can provide examples of how these values affect people's lives. Students appreciate how all people of different nationalities and religions are treated tolerantly and equally in the country.
- Students are fully respectful of the heritage and culture of the UAE. They initiate and become involved in a range of cultural activities. The Emirati heritage and culture are very well understood by students.
- Students demonstrate a deep understanding, awareness and appreciation of their own and other world cultures. They appreciate fully their own cultures. Students are also aware of cultural diversity from around the world.

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

- Children in the KG enjoy having responsibilities. Student council members organize many whole school events. Members of the happiness and safety committees are eager to improve the school environment. Students in the elementary school have fewer formal roles that benefit the school and the wider community.
- A strong work ethic is evident among some groups of students. Students are involved in innovative projects linked to the vision for the UAE. They embrace the opportunity to work on projects linked to harnessing solar power, for example.
- Students have a very mature understanding of sustainability issues, with their enthusiasm supported by visits to various exhibitions. Across all sections of the school there are recycling initiatives and the whole school participates in student-organized Earth Day events.

#### For Development:

- Improve students' attendance and punctuality, and involve parents in the process.
- Provide students in Elementary with more formal roles of responsibility in the school and the wider community.



### 3. Teaching and assessment

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

- The quality of teaching is good overall and strongest in lower elementary and upper high schools. Teachers in these phases are secure in their instructional practice, and develop students' literacy skills.
- In general, teachers have secure subject knowledge. The quality of teaching in Islamic Education is positive, particularly in Elementary and High. In other subjects, teachers' questioning lacks depth and is focused on recall. Teachers do not use enough probing questions to stimulate higher-order thinking skills.
- Lesson plans vary in quality and effectiveness. They do not always provide sufficient support for the development of reading and writing skills, especially in Grades 4 to 9. Across all grades, teachers do not make enough use of appropriately differentiated activities to meet the needs of all.

	KG	Elementary	Middle	High
Assessment	Good	Good	Good	Good

- Across the school, transparent and systematic processes ensure the integrity of analysis of internal and external assessments. Leaders and teachers monitor students' progress and make some adjustments to teaching and to the curriculum.
- Tracking students' progress is a consistent feature across the school. In the KG, children have an individual record of progress for English, mathematics and science. Running records are used in Elementary to monitor reading. Ongoing assessments occur frequently in the upper phases.
- Data analysis shows lower levels of reading that are impacting negatively on progress and attainment in all grades. The use of data to embed reading across the school is not rigorous enough.

#### For Development:

- Ensure that lesson plans support the development of students' reading literacy and writing skills.
- Improve teaching strategies to meet the learning needs of all groups of students.
- Ensure that data on literacy are used to greater effect and lead to improved outcomes in all subjects

## 4. Curriculum

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

- The curriculum is broad and balanced and aligns well to CCS and NGSS. Detailed planning allows all students to learn systematically. Through the use of Atlas Rubicon, the curriculum ensures that new learning is built on the foundation of previous knowledge and skills.
- In all phases, cross-curricular links are regularly included in lessons. They foster continuity and progression. Curricular options include Advanced Placement (AP) classes.
- The curriculum includes programs to develop students' knowledge, understanding and appreciation of the heritage of the UAE. Emirati traditions, values and culture are celebrated on special days.

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

- The school makes adequate modifications to the curriculum to meet the needs of most groups of students. However, in lessons, there are not always reliable levels of support for students of determination, or for those with gifts and talents.
- Students have regular opportunities to engage in activities that promote enterprise, innovation, creativity and social contribution. A program of extra-curricular and community service activities, within and outside the school, is well supported by students and significantly enhances students' academic and personal development.
- Appropriate learning experiences are embedded in most aspects of the curriculum.
- Children are taught Arabic for a total of 360 minutes per week in KG1, and for a total of 320 minutes in KG2.

### For Development:

- Ensure that planned modifications are delivered in lessons to provide sufficient support and challenge 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	Very good	Very good	Very good

- All members of staff receive thorough training in child protection. There are very comprehensive policies and procedures. The child protection team, including three social counselors, provides highly effective levels of support for students.
- Improvements to outdoor surfaces and shaded areas have been made. The KG building is secure and safe. Arrangements for school transport are very well organized. The school has not yet taken a consistently robust stance in relation to parents and other visitors showing identification at the main gate.
- Clinic staff provide effective medical care and promote healthy lifestyles through talks on hygiene and healthy eating. However, parents report dissatisfaction with the quality of food available in the canteen. Regular opportunities for physical exercise and support for students' mental wellbeing also ensure the promotion of safe and healthy living.

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

- Members of staff and students have positive relationships. Staff care about the students' wellbeing. Current systems to ensure good attendance and punctuality are ineffective. The school has yet to ensure that all parents and students fully commit to a significant improvement of the current low rates of attendance.
- Procedures to identify students of determination are in place. Individual education plans (IEPs) include appropriate targets and modifications to the curriculum. Screening assessments to identify students with gifts and talents are not yet available.
- Counselors attend promptly to students' emotional wellbeing and academic needs. Students are offered graduation pathways, guided through the college application process, and advised on life choices and careers. The provision of alternative pathways for students of determination does not feature in the planning processes.

### For Development:

- Ensure a consistently robust stance in relation to parents and other visitors showing identification before being permitted to enter the school premises.
- Ensure that systems and processes to improve attendance and punctuality are fully implemented and supported by students and parents

## Inclusion of students of determination

### Provision and outcomes for students of determination

Good

- Leaders ensure an inclusive ethos and welcome students of determination, resulting in a diverse population across all phases.
- The school identifies students' learning needs well. Appropriate learning targets are outlined in IEPs. Such plans focus on reducing barriers to learning, so that students may experience academic, social and personal success.
- The school effectively empowers parents to become valued partners in their children's educational programs through ongoing and frequent communication.
- Provision for students of determination is generally effective. Curriculum modifications in some grades ensure that students are fully engaged in learning. However, in a few cases, teachers do not differentiate their planning effectively enough and some students struggle to participate in the learning activities.
- The effective work of the inclusion team ensures that students of determination make good progress overall. Personal support is focused and promotes the development of students' self-confidence and resilience.

### For Development:

- Ensure that targeted modifications and strategies outlined in the IEPs are included in all classroom lesson plans and implemented by teachers.

## 6. Leadership and management

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

- Led by a newly appointed and competent principal, leaders have set a clear and strategic direction for the school. New leadership job descriptions now set out a clear pathway for improvement that can be enhanced through teacher appraisal and behavior management. Leaders demonstrate a commitment to inclusion. The new inclusion leader is a member of the senior leadership team and is held accountable for provision across all phases.
- Comprehensive evidence from a wide range of sources informs the self-evaluation process, in which all leaders are involved. Planning priorities are based on recommendations from previous inspection reports and on the analysis of internal and external data. Literacy data have yet to be used to deliver better outcomes for students. Strategic plans developed across phases are targeting improvements in teaching, learning and attainment in all subjects.
- The school successfully engages parents as partners in their children’s learning. The principal is diligently reinforcing a stronger partnership between parents and the wider community. The Parents’ Council seeks to represent the views and concerns of parents. Members report that their opinions are listened to by the new chief executive officer (CEO) of the corporate governing board. Parents continue to report concerns about teacher turnover, school facilities, canteen food and delays in receiving textbooks.
- Corporate governance is provided by a newly established Al Arabia central office structure. The team comprises the CEO and members who offer educational expertise. Policy and best practices are being developed and gradually implemented by the CEO and school principal. Their aim is to hold all leaders to account for improving students’ outcomes. The CEO is in regular contact with the Parents’ Council. Appropriate staffing levels, higher quality facilities and better resources are not yet available.
- The school has experienced a high level of staff turnover. There is no vice-principal in post. Professional training is well organized and matched to teachers’ needs and expectations. Poor levels of punctuality disrupt the effective operation and management of school routines. While the facilities and premises are safe, they are not well suited to supporting a stimulating learning environment. A range of new digital resources has been recently added. Science laboratories and manipulatives for mathematics are of poor quality.

### For Development:

- As a matter of urgency, ensure that all school improvement plans prioritize reading literacy skills in every phase and every subject of the school, supported by ongoing accurate evaluation.
- Enhance the positive potential of more effective liaison with parents.
- Upgrade all facilities and resources and improve levels of staffing.

## 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 [QA.Schools@khda.gov.ae](mailto:QA.Schools@khda.gov.ae)