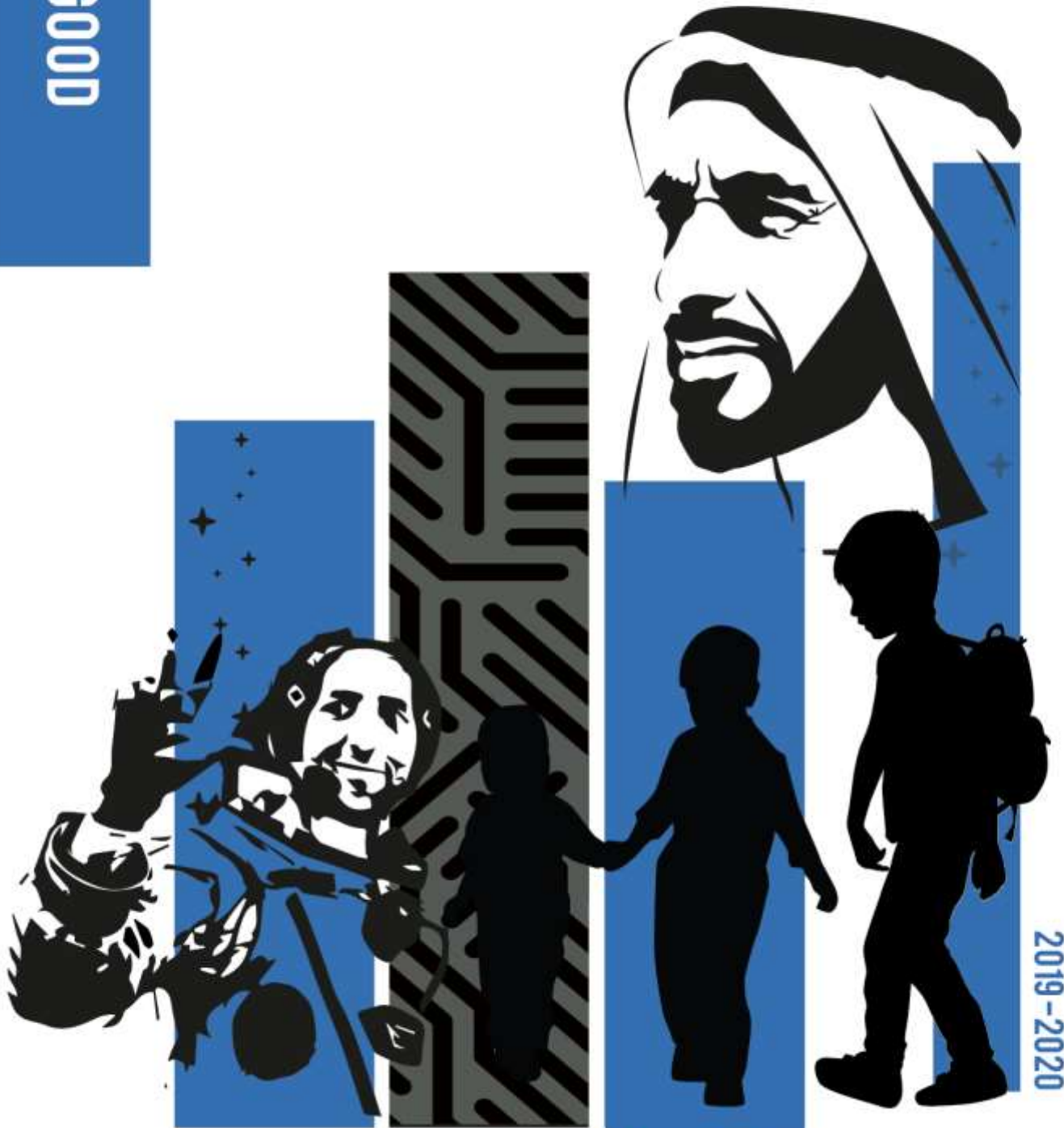


GOOD



2019-2020



























INSPECTION REPORT

US CURRICULUM

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School Information

General Information	 Location	Al Quoz 1
	 Opening year of School	2016
	 Website	www.clarionschooldubai.com
	 Telephone	971044073000
	 Principal	Ms. Lisa Ripperger
	 Principal - Date appointed	9/1/2018
	 Language of Instruction	English
	 Inspection Dates	27 to 29 January 2020
Students	 Gender of students	Boys and girls
	 Age range	3-10
	 Grades or year groups	KG 1-Grade 4
	 Number of students on roll	278
	 Number of Emirati students	16
	 Number of students of determination	15
	 Largest nationality group of students	American
Teachers	 Number of teachers	34
	 Largest nationality group of teachers	American
	 Number of teaching assistants	15
	 Teacher-student ratio	1:8
	 Number of guidance counsellors	1
	 Teacher turnover	38%
Curriculum	 Educational Permit/ License	US
	 Main Curriculum	New York Common Core State Standards (NYCCSS) and Next Generation Science Standards (NGSS)
	 External Tests and Examinations	MAP, CAT4
	 Accreditation	NEASC candidate
	 National Agenda Benchmark Tests	MAP, CAT4

School Journey for CLARION SCHOOL



Summary of Inspection Findings 2019-2020

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

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Students Outcomes</p>	<ul style="list-style-type: none"> • Overall attainment and progress in English, mathematics and science are good. Attainment in mathematics in the elementary phase is acceptable. Attainment in Islamic education and Arabic remain weak. Progress in Islamic education is acceptable, but weak in Arabic. Students' enterprise, innovation and creativity are well supported across the curriculum, so that learning skills overall are good. • Children's and students' personal development, attitudes and behavior, social responsibility, and skills of innovation are very good. Their attitudes towards school are positive, although attendance is not as high as it should be. Their understanding of UAE heritage, Islamic values and world cultures is acceptable. They have a very strong appreciation of environmental issues, which they apply to their lives in school.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Provision for learners</p>	<ul style="list-style-type: none"> • The quality of teaching is good across the school. It is better in the Kindergarten (KG) than in the elementary phase. Lessons are well planned, but learning outcomes are not always clearly expressed or linked to common core standards. Teachers know their students well. Relationships are positive and supportive. Assessment is acceptable. Information from assessments is not sufficiently analyzed or used effectively to influence teaching and the curriculum. • The school follows the NYCCSS supplemented with the NGSS and UAE MoE Standards. Due regard is given to Islamic education and Arabic. Statutory requirements are met. Overall, the curriculum lacks cohesion. It is not sufficiently aligned to the common core standards. Modifications to the curriculum for students of determination are appropriate. The identification and provision for students with gifts and talents are underdeveloped. • Arrangements for health and safety and for child protection are very good. Minor issues identified during the inspection were very quickly addressed. The school provides a secure and supportive environment. Parents agree that their children are safe. Support for students of determination is good, but for those with gifts and talents less so. Care and support across the school is good overall.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Leadership and management</p>	<ul style="list-style-type: none"> • The principal is knowledgeable and committed. Senior leaders know the strengths and weaknesses of the school and address them appropriately in the extensive development plan. Relationships throughout the school are strong. Morale is high. Governors hold leaders to account for their actions, but demarcation between governance and leadership is not entirely clear. Partnerships with parents and the community are very good.

The best features of the school:

- Children's and students' very good personal development, their attitudes and behavior, and their social responsibility
- Very good arrangements for health and safety and for child protection
- The professional, determined leadership of the principal
- Very positive partnerships with parents








Key recommendations:

- Improve the abilities of leaders' and teachers' to assess accurately students' achievements in lessons and over time, and make use of assessments to challenge and support learning more effectively.
- Improve the quality of teaching and learning, and ensure that all lessons clearly articulate with learning outcomes and are linked to the NYCCSS.
- Ensure that the curriculum is more cohesive, and that content is carefully aligned with the NYCCSS.
- Improve attainment in Islamic education and Arabic.

Overall School Performance



Good

1. Students' Achievement



		KG	Elementary
 <p>Islamic Education</p>	Attainment	Not applicable	Weak
	Progress	Not applicable	Acceptable
 <p>Arabic as a First Language</p>	Attainment	Not applicable	Weak
	Progress	Not applicable	Weak
 <p>Arabic as an Additional Language</p>	Attainment	Not applicable	Weak
	Progress	Not applicable	Weak
 <p>English</p>	Attainment	Good	Good
	Progress	Good	Good
 <p>Mathematics</p>	Attainment	Good	Acceptable
	Progress	Good	Good
 <p>Science</p>	Attainment	Good	Good
	Progress	Good	Good
 <p>UAE Social Studies</p>	Attainment	Good	

	KG	Elementary
Learning skills	Good	Good


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

	KG	Elementary
Personal development	Very good	Very good
Understanding of Islamic values and awareness of Emirati and world cultures	Acceptable	Acceptable
Social responsibility and innovation skills	Very good 	Very good 

3. Teaching and assessment

	KG	Elementary
Teaching for effective learning	Good	Good
Assessment	Acceptable 	Acceptable 


4. Curriculum

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

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

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

6. Leadership and management

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

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

National Priorities

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter (NAP), 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 for the 2019-2020 academic year.

The school's progression in international assessments is approaching expectations.

- The school's progression in the National Agenda benchmark assessment is weak overall. Measures of Academic Progress (MAP) scores show declines in mathematics, language and reading, but no change in science attainment levels. However, the comparison of students measured potential with their attainment scores shows that their achievements are positive.

The impact of leadership is approaching expectations.

- Senior leaders are committed to the goals of the National Agenda. The school has just begun to compare Cognitive Abilities Test (CAT4) data with internal and external assessments. Curriculum modifications have not been successful in terms of aligning content and skills to external benchmark requirements. There is limited evidence to suggest that information is used to refine learning objectives.

The impact on learning meets expectations.

- Opportunities for students to engage in critical thinking with open-ended activities are emerging. In some science lessons, students are conducting research and presenting their findings using information technology (IT), videos, and oral feedbacks. Students' books, especially in mathematics, offer evidence of problem-solving and real-life applications.

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

For development:

- Improve outcomes in MAP examinations and ensure that teachers use this information more effectively to identify gaps in learning and to improve attainment.
- Enhance teaching and learning strategies to develop students' skills in critical thinking, problem-solving and independent inquiry.

Moral education

- The moral education curriculum is integrated and has defined scope and sequence. It guides teachers to plan personalized lessons and to provide engaging learning environments for most students. The involvement of families and the community is weak.
- Teachers have appropriate subject knowledge. They try to make lessons more personalized and engaging, using the recommended textbooks and a range of active teaching strategies. They provide opportunities for most students to apply their understanding to personal, local and global contexts.
- Students are not formally assessed for moral education. Teachers' notes are anecdotal. They do not take account of how students feel, think or act. Students' attitudes and behavior are reported to parents on a case by case basis.

The school's implementation of moral education is **below expectations**.

For development:

- Extend students' learning beyond the school community, using resources and activities such as debating clubs and poetry, and develop their views on moral and ethical issues.
- Share good practice with other teachers in order to make lessons more personalized, engaging and challenging.

Reading across the curriculum

- Children's and students' skills, understanding and confidence in the use of reading strategies are evident in both phases. Reading intervention specialists provide additional support for Emirati students and those below grade literacy levels.
- In the KG, the school is creating literacy assessments aligned to the teaching of phonics and early reading skills. Elementary teachers collect information from the school's online reading program and use it to track students' literacy development.
- The school is rigorous in the promotion of reading. Students participate in the creation of classroom reading corners which encourages them to read on a daily basis. They are also encouraged to read to their parents and independently.
- In all classes, older students read to their younger peers. Weekly library sessions enable students to choose books from a variety of styles and levels. Students' literacy levels inform the allocation of guided books issued in these sessions.

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

For development:

- Ensure that the reading policy is implemented to support the development and improvement of students' literacy levels.
- Ensure that literacy is promoted in all subjects across the curriculum, especially in Arabic, in order to raise reading literacy levels and improved assessment results.

Innovation

- Most students demonstrate independence in their learning. They often have opportunities to investigate and explore. Learning centers are provided with opportunities to create, investigate, and manipulate materials.
- Students apply their learning in real-world contexts through participating in a range of activities. In Grades 3 and 4, zero waste heroes help with collecting and weighing food scraps from the community.
- Students have many opportunities to engage in activities that foster the skills of critical thinking, problem-solving, initiative-taking and innovation with an inquiry approach.
- The curriculum offers a range of opportunities and activities that foster innovation and creativity. Students are engaged with open-ended activities that link skills to their learning.
- Leaders at all levels actively encourage, support and promote innovation, which is now more widely focused and has extended beyond an emphasis on technology.

The school's promotion of a culture of innovation is **developing**.

For development:

- Promote a culture of innovation within the school community and ensure that the concept of innovation is systematically incorporated into planning and development in all subjects.
- Provide increased opportunities for students, including students of determination, to be involved in innovative projects.

Main Inspection Report

1. Students' Achievement

Islamic Education

	KG	Elementary
Attainment	Not applicable	Weak
Progress	Not applicable	Acceptable

- The attainment levels of all students remain unchanged. Although internal assessments indicate secure levels of attainment, this is not reflected in students' work in lessons. Native speakers of Arabic are making slightly better progress than non-Arab students.
- Students have limited knowledge and understanding of the key elements of Islamic faith, such as Seerah and values. Less than three quarters can read and understand the meaning of the Hadeeth. Students rarely support their answers with references to the Holy Qur'an.
- Students' memorization of the Holy Qur'an is underdeveloped. The quality of their written work is variable. There are few examples of independent work.

For development:

- Provide more opportunities to develop students' higher-order thinking skills and to enable them to link the learned concepts to the Holy Qur'an and Hadeeth.

Arabic as a First Language

	KG	Elementary
Attainment	Not applicable	Weak
Progress	Not applicable	Weak

- Achievement has not changed since the previous inspection. Students' language development is still below curriculum standards. Those in Grade 1 show slight improvement in most language skills compared to their starting points.
- Students struggle to read and understand prescribed texts independently. Their conversational and verbal communication skills are below expectations for their age. Students in Grade 1 are able to read basic Arabic vocabulary and can apply a few grammatical rules. Students writing skills are underdeveloped.
- The Arabic department has begun to allocate resources and support to all classes. The school provides teachers with ongoing training on how to manage lessons effectively and how to use assessment information in lesson planning, but there is limited evidence of any impact.

For development:

- Improve student's literacy skills, and develop rigorous assessment tools linked to curriculum standards, in order to measure students' progress accurately.

Arabic as an Additional Language

	KG	Elementary
Attainment	Not applicable	Weak
Progress	Not applicable	Weak

- Students' attainment is the same as last year. Most students demonstrate knowledge and understanding that are below curriculum expectations. However, those in Grade 1 show better progress in the development of language skills. There is no significant difference between boys and girls.
- In most grades, students struggle to express themselves using basic Arabic vocabulary and structures. Reading skills are poor due to the lack of basic vocabulary and an absence of effective teaching of reading strategies. Grade 1 students can decode and copy familiar Arabic words.
- The Arabic department is beginning to plan lessons using the new Ministry of Education (MoE) framework. The school provides Arabic teachers with a range of workshops on lesson planning and the use of information from assessments. The impact of this training is not yet evident.

For development:

- Improve students' literacy skills and ensure that assessments and classroom activities are linked to the MoE framework in all four language skills.

English

	KG	Elementary
Attainment	Good	Good
Progress	Good	Good

- In KG and the elementary phase, listening and speaking are stronger than their reading and writing. The majority of children and students are effective communicators who can explain and discuss topics well. Phonics skills are developing features in the lower grades.
- Across phases, reading for pleasure is encouraged to extend literacy skills. In the elementary phase, presentation skills and handwriting are improving. Students' ability to infer and deduce meaning are evolving.
- The use of digital platforms across phases supports the development of literacy. The majority of students draw on their knowledge of vocabulary to make their writing more interesting. Students in all phases carry out creative investigations that develop their skills in English.

For development:

- Ensure that all children and students have more opportunities for extended writing, especially in the elementary phase.
- Provide more rigorous activities that challenging those who are capable of accelerated work.

Mathematics

	KG	Elementary
Attainment	Good	Acceptable
Progress	Good	Good

- In KG, the majority of children demonstrate an understanding of fundamental mathematics. They work with numbers and number equations, but have fewer opportunities to develop knowledge of space, measure and patterns. Assessment information indicates that most make better than expected progress.
- In the elementary school, not all students develop appropriate mental mathematics and numeracy skills. In some classes, students effectively extend their skills in problem-solving, but this is inconsistent. In the upper elementary phase, students are able to apply their learning to real-life situations.
- Internal and external benchmark assessments from MAP examinations indicate that students' levels of attainment are below curriculum standards. However, scrutiny of work in books and in lessons gives a more positive picture, suggesting that the majority of students make better than expected progress.

For development:

- Improve students' mental calculation and numeracy skills, and provide more opportunities for them to tackle open-ended problems.

Science

	KG	Elementary
Attainment	Good	Good
Progress	Good	Good

- Children and students demonstrate good progress in lessons. The comparison of internal, external and CAT4 data is inconsistent and does not give an accurate picture of attainment.
- Students engage in inquiry-based learning that fosters a deeper understanding of the scientific method. In KG, children can make a prediction and collect data. In the elementary phase, students build on those skills to develop procedures and write conclusions about their learning.
- Students' critical thinking and problem-solving skills are developing. They have opportunities to engage in open-ended activities and projects that allow for choice and independent learning. The learning environment established in lessons encourages curiosity and creativity.

For development:

- Systematically monitor attainment and progress using information from internal and external sources, including CAT4 data.

UAE Social Studies

All phases

Attainment

Good

- The majority of students' work, measured against curriculum standards, is above age-related expectations, especially in the upper grades. However, not all the required standards are featured in the curriculum, so judgments are hard to confirm.
- UAE social studies learning outcomes are not assessed accurately, and attainment information is not used adequately to inform teaching or curriculum planning.
- Students have developed their knowledge about UAE history and geography very well. They are extending their research and communication skills through inquiry units.

For development:

- Ensure that UAE social studies standards are fully included in the school's curriculum, and that attainment information is used effectively to track progress.

Learning Skills

KG

Elementary

Learning skills

Good

Good

- Collaboration and interaction are positive features that improve learning and communication skills in English, mathematics and science. In Islamic education and Arabic, students are not consistently engaged in discussions in class. Personal responsibility is not fully developed.
- Students' sometimes make connections in their learning. In the better lessons, they can see the relevance and links to their own interests, needs and life. The application to real-life situations, problems, and events is an emerging feature.
- The use of technology to foster independent learning, and to provide instant feedback across all subjects, is not well established.

For development:

- Extend students' ability to link their learning to real-life experiences and situations relevant to them.

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

	KG	Elementary
Personal development	Very good	Very good
	<ul style="list-style-type: none"> Students show very positive attitudes. They enjoy coming to school and learning, in most subjects. They display a respectful attitude towards one another. In the upper grades, they assume increasing levels of responsibility, and help younger students. Students are socially and culturally aware. They demonstrate high levels of consideration and mutual respect, which are evident in lessons and interactions throughout the school. They value friendships. They show kindness and tolerance to one another. Students have a very good understanding of how to live healthy lives and stay safe, as a result of the curricular and personal support that they receive. They demonstrate a clear understanding of safe use of the internet. Attendance is acceptable overall. 	
Understanding of Islamic values and awareness of Emirati and world cultures	Acceptable	Acceptable
	<ul style="list-style-type: none"> Students demonstrate a limited understanding of Islamic values and how these affect the UAE community. Children in KG have a basic knowledge of Islamic values. They are able to explain how these values are related to their daily life, including showing courtesy to visitors. Students are knowledgeable about the different aspects of Emirati heritage and culture that underpin modern life in the UAE. They respect the National Anthem and take part in National Day celebrations in the school. Students are aware of their own cultures and demonstrate appreciation and respect for other cultures, though their knowledge is limited. They interact positively and politely with people from different nationalities. They participate in some cultural celebrations. 	
Social responsibility and innovation skills	Very good ↑	Very good ↑
	<ul style="list-style-type: none"> Students are active and demonstrate a desire to participate in a variety of community activities. For example, they worked with their parents to bring food and drinks for the workers who are building the mosque. Students show a strong work ethic. They demonstrate growing confidence in offering suggestions and in implementing their ideas. They are generally reliable and active participants. Students in Grades 3 and 4 participated successfully in a robotics competition. Students display an excellent understanding of environmental sustainability. They actively seek ways to care for their school environment. They successfully cooperate to reduce the school's waste. 	
For development:	<ul style="list-style-type: none"> Urgently address the issue of attendance, and ensure that all parents, and students, appreciate the value of good attendance. Provide more opportunities to develop an appreciation and understanding of the role and values of Islam in the UAE society. 	

3. Teaching and assessment

	KG	Elementary
Teaching for effective learning	Good	Good

- In KG, almost all teachers demonstrate expertise in early years teaching and implement appropriate practices. Those in the elementary phase have secure subject knowledge, and most vary their teaching techniques and strategies during lessons.
- Teachers’ use of questioning varies across phases. In the better lessons in English, mathematics and science, they organize learning effectively and use open-ended activities to give students opportunities to explore. In Islamic education and Arabic, teachers’ direct lessons too often.
- Teachers understand that students, including students of determination, have differing abilities, requirements, strengths and challenges. However, lesson planning to maximize student potential and their progress in learning is not frequently observed.

	KG	Elementary
Assessment	Acceptable ↓	Acceptable ↓

- Teachers use various assessment systems to construct the internal assessments in English, mathematics and science. These different systems, though aligned to NYCCSS and NGSS, do not reflect a coherent whole school approach to assessment. Assessment in Islamic education and Arabic is underdeveloped.
- In KG, assessment information is not accurately analyzed to track progress, identify strengths or set defined targets for all groups of children. In the elementary phase, information from MAP testing is not well used to identify gaps in the curriculum.
- The use of internal, external and CAT4 data has not led to effective differentiation of learning or to the setting of individual targets. Teachers are inconsistent in the use and quality of ongoing assessments in lessons, and in the quality of written feedback to students in their notebooks.

For development:

- Develop teaching strategies that maximize the potential of all children and students in their learning and improve teachers’ skills in using data for more effective planning.
- Refine and restructure assessment procedures to improve the validity and reliability of measures of attainment and progress.

4. Curriculum

	KG	Elementary
Curriculum design and implementation	Good	Good

- The curriculum is not cohesive or comprehensive in relation to NYCCSS or the NGSS.
- Across subjects in the elementary phase, the curriculum uses adaptations of commercially produced literacy and mathematics programs that only adequately link to NYCCSS. There are emerging cross-curricular links in some units of inquiry, but they are not yet consistently evident in all lessons.
- The school has implemented an arts rotation that caters to students’ interests and creativity. It features music, the visual arts and dance. The school offers extra-curricular activities such as woodwork, sports and ballet. Provision for Islamic education and Arabic remains underdeveloped.

	KG	Elementary
Curriculum adaptation	Good	Good ↑

- The curriculum is effectively modified to meet the needs of most children and students, particularly students of determination. Curriculum modifications that recognize the different abilities and learning needs of all, including high achievers, are not yet consistently implemented.
- The curriculum offers a range of opportunities and activities that foster innovation and creativity. The science club and the robotics club promote innovation and raise sustainability and environmental awareness.
- Connections to the UAE and Emirati culture are embedded in the school ethos and evident in displays, classrooms and projects. Lessons and grade-level inquiry studies align well with UAE cultural heritage and environmental studies.
- Arabic is taught in KG for 45 minutes per week.

For development:

- Ensure that the curriculum is revised to form a cohesive document which effectively informs lesson planning and gives clear learning outcomes.
- Develop plans for students with gifts and talents, using the processes and procedures already identified for provision for students of determination.

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

	KG	Elementary
Health and safety, including arrangements for child protection / safeguarding	Very good	Very good

- Staff deal effectively with students' health and safety. The school has a clearly written policy directly related to child protection and safeguarding. This policy is well understood by students, staff and parents. All staff receive safeguarding training on a regular basis.
- Effective practices ensure that students are kept safe. Staff fully understand their roles and responsibilities in ensuring the health and safety of students in the school. Students report that they feel safe in the school and while on school transport.
- The school premises, equipment and resources are well suited to the needs of students, including students of determination. The school administrators assigned to the operation and maintenance of the school are very much aware of and responsive to safety issues.

	KG	Elementary
Care and support	Good	Good

- Staff are well aware of the needs of the students in their care. There is a supportive and comfortable atmosphere in the school. Mutual respect is obvious in the interactions between staff and students. There is little evidence of any misbehavior.
- The school is inclusive. Procedures are in place to identify and provide for students of determination. Identification strategies and the provision of support for students with gifts and talents are not well established.
- Class teachers are the first line of support to meet students' emotional needs. Through assigned counselling staff and the support of inclusion staff, students receive personal support for their welfare and well-being.

For development:

- Implement procedures to identify students with gifts and talents, and make appropriate provision to meet their academic and personal needs.
- Ensure that all aspects of the school building are safe and secure for students, staff and parents at all times.

Inclusion of students of determination

Provision and outcomes for students of determination

Acceptable

- The owners, governors and senior leaders demonstrate a commitment to an inclusive ethos. There is increasing investment of resources in the school. Efforts have been made to recruit qualified staff, and to allocate appropriate space within the school. Many staff avail themselves of opportunities for professional training.
- The school uses an increasing number of ways to identify students of determination. The information is used to develop individual education plans (IEPs), the quality of which is improving. A team meets weekly to review students' progress and to develop intervention plans.
- Parents report that they are kept well informed about their children's progress. They indicate that inclusion staff are easy to contact, and are helpful in providing support for the children at home. Parents have positive relationships with inclusion staff and appreciate their work.
- Curriculum modification, combined with differing teaching strategies, is leading to the active engagement of most students in their learning. The personal support provided to identified students clearly contributes to the development of their self-confidence as learners.
- Information from assessments, appropriate tracking, and monitoring and evaluation tools, are being applied more consistently. The analysis of a range of data indicates that most students are making acceptable progress.

For development:

- Use the appropriate KHDA document to develop assessment and administrative procedures, policies and processes which are relevant to provision for students of determination.

6. Leadership and management

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



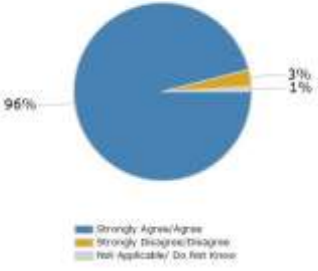
- The principal, supported by her senior leadership team, have a committed and determined vision for the school. Leaders demonstrate professional confidence, and capacity. They are supportive of the UAE national and Emirati priorities and are dedicated to the ideals of an American education. Relationships and communications between staff are professional and constructive.
- The school makes use of a range of sources to inform development planning. Self-evaluation is detailed and the grades offered were accurate and justified. The school knows its strengths and weaknesses, but the development plan lacks focus. The school made some progress addressing recommendations from the previous inspection report, but attainment in Islamic education and in Arabic show only modest gains.
- School leaders and staff have established positive partnerships with parents. They value parents' views. Parents appreciate leaders' openness and the accessibility of class teachers and senior leaders, who are attentive to their queries. They are kept well informed about their children's progress.
- The governing board includes representation from a range of stakeholders, including owners and parents. The board actively seeks out and acts upon stakeholders' views. Governors regularly visit the school. They know the school's strengths and weaknesses. They offer support and challenge to leaders, but the lines of demarcation between governance and leadership are unclear.
- The school is managed efficiently on a day-to-day basis. Almost all teachers, assistants and staff are highly qualified and effectively deployed. The newly organized leadership team has capacity for improvement. The school provides a safe and stimulating environment which is well suited to students' aspirations and needs.



For development:

- Improve leadership in Islamic education and Arabic through training and the sharing of good practice.
- Ensure that school development plans are prioritized to offer an appropriate hierarchy of actions.
- Give greater clarity to the demarcation between governance and leadership.

Views of parents

Before the inspection, the views of parents were surveyed. Key messages were considered during the inspection. They helped to form inspection judgements.

 Students No. of responses = 0	 Parents No. of responses = 164								
<p>Not Applicable</p>	<p>Overall, I am satisfied with the quality of education at my child's school</p>  <table border="1"> <caption>Satisfaction Levels</caption> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Strongly Agree/Agree</td> <td>96%</td> </tr> <tr> <td>Strongly Disagree/Disagree</td> <td>3%</td> </tr> <tr> <td>Not Applicable/Do not know</td> <td>1%</td> </tr> </tbody> </table>	Response	Percentage	Strongly Agree/Agree	96%	Strongly Disagree/Disagree	3%	Not Applicable/Do not know	1%
Response	Percentage								
Strongly Agree/Agree	96%								
Strongly Disagree/Disagree	3%								
Not Applicable/Do not know	1%								

 Students	<p>Not applicable</p>
 Parents	<ul style="list-style-type: none"> • Almost all parents who responded to the survey are satisfied with the quality of education provided by the school. Most say that their children are happy and that their children feel safe. Most parents agree that school leaders and staff listen to them and act on their views. Brief comments written by parents express concerns over the teaching of Arabic and reading. Many parents comment on their confidence in the leadership of the school and the provision of a progressive curriculum. • The inspection team found that students are happy, and that the school keeps them safe. The team agrees with parents' concerns about Arabic, but found evidence to suggest that the school is working hard to develop students reading literacy skills.

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