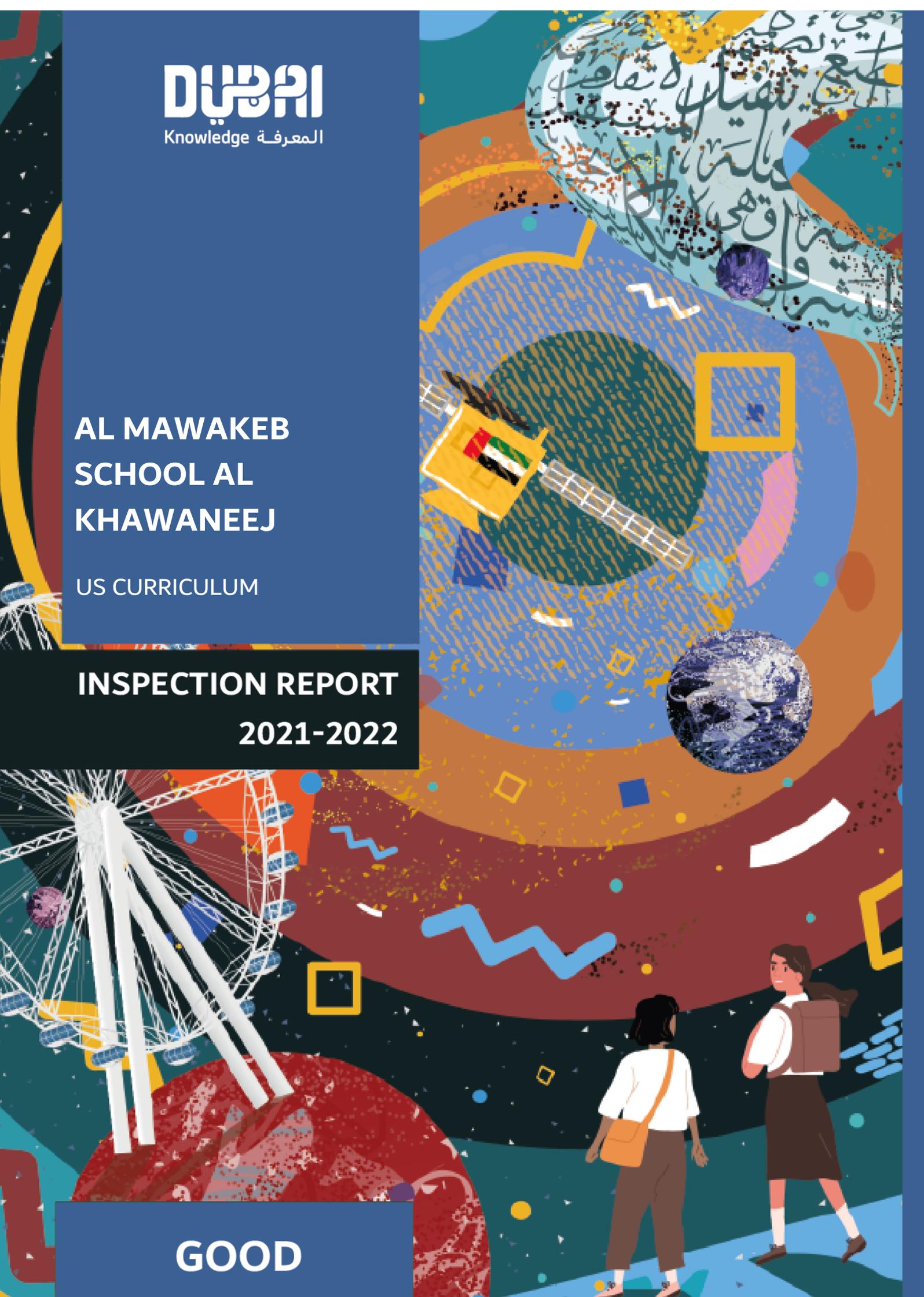


**AL MAWAKEB  
SCHOOL AL  
KHAWANEEJ**

US CURRICULUM

**INSPECTION REPORT  
2021-2022**

**GOOD**



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## School Information

General Information	 Location	Al Mizhar 1
	 Opening year of School	2018
	 Website	www.almawakeb.sch.ae
	 Telephone	97142514433
	 Principal	Acting - Samira AlAwadhi
	 Principal - Date appointed	6/6/2021
	 Language of Instruction	English
	 Inspection Dates	28 to 03 March 2022
Students	 Gender of students	Boys and girls
	 Age range	3-20
	 Grades or year groups	KG 1-Grade 12
	 Number of students on roll	1016
	 Number of Emirati students	811
	 Number of students of determination	37
	 Largest nationality group of students	Emirati
Teachers	 Number of teachers	64
	 Largest nationality group of teachers	Lebanese
	 Number of teaching assistants	0
	 Teacher-student ratio	1:16
	 Number of guidance counsellors	2
	 Teacher turnover	14
Curriculum	 Educational Permit/ License	US
	 Main Curriculum	US - Massachusetts
	 External Tests and Examinations	MAP, AP
	 Accreditation	NEASC- candidate

### School Journey for AL MAWAKEB SCHOOL AL KHAWANEJ



## Summary of Inspection Findings 2021-2022

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

- Students demonstrate good progress in all subjects, across all phases. Although the starting points in Arabic as a first language were lower in the Elementary and Middle school, the improvements are consistent. Students are developing independent learning skills well, supporting their progress in all subjects. Elementary school students are working to build numeracy skills, which are less developed for some students at the start of the school year.
- Students are motivated, caring and responsible. They show self-discipline, and associate well with their peers whether in schoolwork or during free times. Across phases, students interact well with adults, and share their thoughts or ideas. They are developing ways to demonstrate age-appropriate examples of creativity and innovation. Students show empathy to others, particularly when challenges arise, or peer support is needed.

### Provision for learners

- Teachers use a range of strategies which increase student interest and engagement in lessons. As teachers give attention to any learning gaps that new students might have, they strengthen the foundational learning for all students. The school's emphasis on developing these skills has resulted in improved student progress. There is increased use of assessment to identify what content or skills students need.
- The school curriculum addresses very well, the social and academic development of each student within the context of the UAE. In all subjects, the grade level curriculum standards are directly addressed in lessons. The tight adherence of the progression of content standards is linked well to the external assessments. By the final years of High school, students show an in-depth understanding of its curriculum.
- Inclusion is a strength of the school, as all students receive high quality care and support. Through exceptional health and safety provision, students are comfortable and safe. Students of determination are well-supported, and the well-being of all students is a particular strength of the school.

### Leadership and management

- The leadership team works purposefully to develop student learning skills and successful teaching strategies towards the vision of creating a high-quality American curriculum school. Collaborating with teachers and students, the team has built an inclusive learning community where students develop character and strive for academic improvement. The school is managed very well and has a range of educational tools and resources to support learning.

### The Best Features of The School:

- A strong, inclusive community with a shared vision towards educating well-rounded citizens
- Independent learning skills with students demonstrating a sense of responsibility for their own learning
- Outstanding health and safety provision throughout the school
- Teaching with cross curricular links, efficient use of technology and embedded UAE culture and history
- Reading enrichment and academic support in both Arabic and English languages within the weekly timetable and a focus on developing schoolwide literacy.

### Key Recommendations:

- Across all phases, provide regular opportunities for students to develop inquiry, exploration, and investigative skills.
- Ensure that teaching is systematic and consistent across subjects and phases, sharing the existing good practice in the school, with the aim of increasing teacher ability to move students from skill level to ownership.
- Working from the current baseline of internal and external assessment results, establish clear data points and targets for benchmarking student achievement on a regular basis in the coming months.
- Develop teachers' understanding of curriculum standards and use this to improve lesson planning and assessments.

## Overall School Performance

**Good**

### 1. Students' Achievement

		KG	Elementary	Middle	High
 Islamic Education	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Good	Good	Good
 Arabic as a First Language	Attainment	Not applicable	Good	Acceptable	Acceptable
	Progress	Not applicable	Good	Good	Good
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Not applicable	Not applicable
	Progress	Not applicable	Good	Not applicable	Not applicable
 English	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
 Mathematics	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
 Science	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good

	KG	Elementary	Middle	High
<b>Learning skills</b>	Good	Good	Good	Good

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

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

## 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	Outstanding	Outstanding	Outstanding
Care and support	Good	Good	Good	Good

## 6. Leadership and management

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

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

## Main Inspection Report

### 1. Students' Achievement

#### Islamic Education

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

- Students' recent work, projects, and examination results reflect good attainment outcomes. Most students have a clear understanding of Islamic concepts and laws, and Islamic etiquette. A majority of students exceed the expectations in their recitation skills of the Holy Qur'an.
- Across phases, students have effective understanding of laws of worship and Islamic and Sharia concepts. Most students can make strong links between the Islamic concepts they learn, to the appropriate Hadeeth and Sourahs, and most importantly to their daily lives.
- Significant improvements in the pedagogy for Islamic education, involving inquiry skills, research, as well as challenging content and discussions in lessons, positively affect student outcomes.
- Emirati students make clear progress in their understanding of Islamic concepts and laws, and in their Holy Qur'an recitation.

#### For Development:

- Strengthen teaching strategies across all grades, especially inquiry-based research and pedagogy, and improve assessment approaches to enhance student learning outcomes.

#### Arabic as a First Language

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

- Students in the relevant phases meet curriculum expectations in their reading, listening, and speaking. Their writing skills are developing steadily, with variability across grades. Students in the Elementary school have better outcomes, while all students show effective progress in lessons, in exam results, and with capstone project results.
- Students are making progress in their reading, critical thinking skills, inquiry and research skills. They increasingly make their own choices in Arabic reading content and take ownership of their work. Students benefit from the variety of challenging literary analysis work in improving their analytical reading and writing skills.
- Recent improvements in pedagogy, assessment processes and reading enrichment opportunities are contributing to student progress across the phases.
- Emirati students' make steady progress in the comprehension and analysis of literary texts. Their writing skills are developing well.

#### For Development:

- Improve student achievement by addressing teaching capacity to promote systematic and consistent learning across all phases.

### Arabic as an Additional Language

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

- In lessons and in recent work, students' development of reading, writing, listening and speaking meets Arabic as an additional language curriculum expectations.
- In lessons and in recent capstone project outcomes, students make clear progress in their speaking, oral reading and writing skills. Their listening and reading comprehension skills are more developed. Students benefit from opportunities to respond to text and to practice their speaking skills.
- Strengthened teaching and assessment practices promote students' progress in lessons and in recent work. The range of opportunities for speaking and writing in lessons have made a positive impact by improving students' language skills.

#### For Development:

- Enrich student learning outcomes by raising levels of challenge and strengthening pedagogical practices.

### English

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

- In the lower grades, students work well finding patterns in words and building oral language skills. Students in Middle are building necessary comprehension skills and language fluency, while older students delve more deeply into the meaning of complex text.
- Where vocabulary development is slower and not systematic, students' comprehension skills are less strong. Writing across grades shows improving skill, with some groups of students writing well for different purposes. Students are able to research and make presentations using different media.
- Students in the lower phases develop each domain of language with targeted support. In High, both boys and girls connect classical literature with modern life, form opinions and identify the purpose of several types of writing. Most students speak with confidence and fluency.
- Emirati students across all phases show greatest improvement in English literacy skills when they have targets and goals, and when reading is a daily habit. Many older students are quite articulate.

#### For Development:

- Strengthen oral and written language skills through targeted, short-term bursts of accelerated support to groups of students, addressing identified needs and building specific skills.
- Build students' extended writing skills in a graduated manner, by scaffolding writing structure and supporting writing development, across all grades.

## Mathematics

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

- Students develop their foundational skills in the Elementary school and apply their learning to real world situations. Increased rigor and pace in Middle prepare students for High and Advanced Placement (AP) math. Older students' mathematical skills are honed through successfully completing a range of courses.
- Kindergarten children explore geometric shapes and apply number skills to practical objects. Elementary students are developing numeracy skills because of high expectations, challenge and attention to any gaps in previous learning. Strong learning skills support older students' development in higher math.
- Throughout all phases, an emphasis on the development of mathematical vocabulary enables students to clearly articulate and explain their learning. Critical thinking, research skills and innovation are developing across all phases.
- Emirati students actively engage in mathematics classes. Strong learning skills help their good attainment and progress.

### For Development:

- Ensure that critical thinking, inquiry, problem-solving and research skills are fully and consistently embedded into students' mathematical development, across all phases of the school.

## Science

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

- Elementary, Middle, and High school students use the scientific process and inquiry methods in lessons, activities, and practical investigations. KG children are gaining initial skills when given consistent opportunities to predict and hypothesize with hands-on learning and the use of manipulatives.
- Students understand specific as well as abstract concepts and ideas through the emphasis upon academic vocabulary and practical applications. All students, and particularly those for whom English is an additional language, are better able to communicate meaning and scientific literacy, due to this support.
- Science activities and practical investigations are often evident in lessons, although the level of rigor and challenge of these are inconsistent in the Middle school. These students improve most when they use critical thinking, and connect their lessons to real world experiences.
- Emirati students make good progress in understanding scientific vocabulary when given opportunities to apply the ideas in practical, real-world contexts.

### For Development:

- Develop appropriate and challenging activities and practical investigations with an emphasis on inquiry-based learning, especially for KG children and in the Middle school.

## Learning Skills

	KG	Elementary	Middle	High
Learning skills	Good	Good	Good	Good

- In almost all lessons students are keen to learn and actively engage in classroom activities. They enjoy challenges and problem-solving. Learning skills improve when students' self and peer assess their work, but these developing features are not yet embedded practices.
- Students eagerly collaborate when given the opportunity. They are respectful to each other and willingly share ideas. Students enjoy finding things out for themselves. In a minority of lessons, students' independent learning is constrained by teacher-directed activities.
- Across phases, collaborative learning provides opportunities for students to think critically, reflect, discuss, and evaluate their work. As effective communicators, students make presentations, express their viewpoints and link learning across subjects. Technology-rich classes contribute to the development of inquiry and research skills.

### For Development:

- Provide more opportunities for students to apply critical thinking to investigative tasks and present their findings in innovative ways.

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

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

- Students show high levels of responsibility and positive attitudes while they fulfill their roles as active members of the school. They have developed strong self-reliance and ownership of their learning. Students are self-disciplined and are respectful to others.
- Students have developed productive, friendly, and promising relationships with their peers and their teachers. They support one another consistently. Students' discussions reflect maturity, and at times, they proudly share success stories that inspire others.
- Students have a genuine commitment to school, despite pandemic restrictions. They make healthy nutritional choices.

	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 awareness of Islamic values and understand how these values shape their daily lives in the UAE. They have deep knowledge of the values of respect, modesty, equality, appreciation, and open-minded thinking, through human interrelationships across diverse groups.
- The importance of Emirati culture permeates the school and is ever-present in students' class discussions, morning assemblies and in school displays. Students genuinely appreciate the culture of the UAE and believe that it contributes to intercultural understanding.
- Students understand that Emirati cultural values set the scene for other world cultures to flourish within the rich mosaic of the UAE society. They also have a heightened awareness of their own cultures and ethnic identities and how these contribute to an all-inclusive community.

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

- Students across the school, have an excellent work ethic. They are active participants in their lessons and in their extra-curricular activities. They see themselves as partners with the school in their educational and personal wellbeing journeys.
- Although Covid protocols have limited participation in many local activities, students still have a sense of civic responsibility. They enjoy working on worthwhile projects and raising money for charities.
- In the upper grades, students understand that they are responsible both locally and globally to sustain the environment through their conscientious actions. They are entrepreneurial in their planning of new and enterprising and innovative projects.

**For Development:**

- Encourage students to become more involved in their communities as restrictions ease.

**3. Teaching and assessment**

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

- Teachers have sufficient subject knowledge and plan well-organized lessons linked to grade level curriculum standards. Across subjects, teachers use a variety of appropriate learning strategies, such as graphic organizers, KWL charts, or jigsaws to promote high engagement and active involvement in learning.
- Most teachers demonstrate pedagogical skills that foster independent learning, using activities and projects that become increasingly more complex and challenging as students mature. In better lessons, particularly in High, teachers promote self-directed learning competencies in very rigorous and advanced independent work.
- Teachers use high level questioning techniques to promote critical thinking, encourage dialogue, and enhance the communication skills of students. Questions require explanation, synthesis, or evaluative responses that foster a deeper knowledge and understanding that connect individual experiences to their learning.

	KG	Elementary	Middle	High
Assessment	Good	Good	Good	Good

- Data analysis provides information for targeted interventions to compensate for any learning losses occurring during the pandemic. Student progress is consistently tracked through formative and summative assessments, end of semester examinations linked to standards and learning outcomes.
- Data analysis shows students are making progress in formal internal tests and class based curricular assessments. Students were challenged during the Fall external assessments by the lack of practice and exposure over the last two years to the wider range of knowledge and skills.
- The school carefully analyzes all data and shares the information with teachers and leadership for effective instructional planning and monitoring of student progress. Teachers are aware of the strengths and needs of students. They are gaining skill in using the data to identify and address individual and groups of students specific learning needs.

**For Development:**

- Ensure that assessments provide a reliable and valid evaluation of student progress and achievement with established data points that can be used to accelerate learning for all groups of students.

**4. Curriculum**

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

- Aligned to Massachusetts Common Core Curriculum Standards, Next Generation Science Standards and the MoE requirements, the school's curriculum reflects the UAE's and the school's values and vision. The curriculum is broad, balanced and provides extensive high-quality academic, and scientific opportunities within the school.
- On-going reviews maintain alignment and adaptation of the curriculum to lesson planning and assessment, ensuring progress and continuity. Students are very well prepared for the next stage of their education.
- The rigorous and challenging Advanced Placement Program in High school enables students to successfully undertake university level courses that prepare them well for future study. Participation in capstone projects help students' application of knowledge and understanding in their own inquiries. In most subjects the curriculum is innovative, coherent and provides a wide choice of learning for all students.

	KG	Elementary	Middle	High
Curriculum adaptation	Good	Good	Good	Good

- The school is pro-active and regularly modifies the curriculum to support all learners. Adaptations ensure sufficient rigor and challenge. Students of determination are successfully engaged and challenged.
- Students engage in a variety of classes, activities and projects that enrich and extend learning. The interdisciplinary Capstone project, specialist classes such as art, robotics, and graphic design enhance the curriculum. The Advanced Placement Program in High school enables students to study college level courses and receive university credit. Increasingly, students have opportunities to develop their own talents and pursue their interests.
- Infused throughout the curriculum as well as in the bespoke UAE Social Studies curriculum, students develop a deep appreciation, knowledge and understanding of UAE’s values, history, culture and society.
- Islamic education and Arabic classes begin in kindergarten. These lessons further children's understanding of key Islamic principles and values.

**For Development:**

- Review the vertical and horizontal mapping of the school curriculum to ensure cohesion, progression and development of transferable skills.

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

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

- The consistent and clear child protection procedures are reviewed regularly by all staff. Trusting relationships between students and teachers are evident. Security levels are very high around the school with regular reviews and practices. Across the school, students demonstrate a secure understanding of what constitutes a healthy lifestyle.
- The new and well-appointed school is a safe and attractive learning environment. All multilevel buildings have lift access for those with a physical disability.
- Maintenance procedures are highly effective. Onsite medical support and records reach very high standards.
- The adoption of rigorous Covid protocols has led to an environment where staff and families feel confident in having children in school. They know that the school's cautious approach to keeping everyone well is of the utmost importance and remains a priority.

	KG	Elementary	Middle	High
Care and support	Good	Good	Good	Good

- Staff have positive relationships with students and care about their well-being. The personal development of students is routinely monitored by school counselors. The school has established a very supportive, calm and welcoming campus.
- The school promotes good attendance and punctuality as an expectation for all students in the school.
- The school has rigorous systems to identify students of determination through referral forms, observations, informal assessments, specialist staff and interviews. Provision for students of determination is good. Students' IEPs have clear sets of goals, which are closely monitored for progress and for resetting targets. The system to identify and support gifted and talented students is underdeveloped.
- Counselors attend effectively to students' emotional well-being and academic needs. High school students are guided effectively through the college application process and advised on life choices and careers. Students receive personal career guidance and support and are encouraged to explore all options available.

**For Development:**

- Improve the identification of and the support for all gifted and talented students and complete the development of programs for these students.
- Provide staff professional development focused on instructional strategies, to support and extend the learning of the gifted and talented students.

**Inclusion of students of determination**

Provision and outcomes for students of determination	Good
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- Strong leadership and a commitment to inclusion ensures high quality of provision and outcomes for students of determination.
- The identification of students of determination is accurate and well-informed, resulting in effective plans to lower barriers to learning. However, provision for students identified as gifted and talented is underdeveloped.
- The school effectively empowers parents to become critical partners in their children's education.
- Curriculum modifications are generally appropriate, however some teachers do not effectively differentiate plans or teaching approaches.
- The differentiated teaching approaches used in some classrooms, and the effective work of the specialist team, ensure that students of determination make good progress overall.

**For Development:**

- Improve differentiation of lesson expectations and activities, to meet the needs of all students especially for students of determination and those with gifts or talents.

## 6. Leadership and management

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

- School leaders work towards a common vision where students, especially Emirati students, develop academically and socially, supported by strong learning skills. Leaders throughout the school apply this vision in curriculum planning and adaptations, with the aim of ensuring a strong academic program based on American curriculum standards. This creates opportunities for students to develop self-directed learning skills. Communication and positive relationships are a strength of the school. Leaders work to build understanding of the value of external assessments in directing school improvement.
- Leaders at all levels know the school well, including the abilities of teachers and the current achievement level of students. Data are gathered from a range of sources, but the process to interpret, analyze and evaluate that data remains under-developed. Teachers are appraised regularly and fairly, and support is provided through professional development or targeted measures linked to improving student outcomes. Long-term improvement planning is detailed, but there needs to be a system to regularly review, update and revise for the short term.
- Parents are able to access updates to student learning through several different means, making use of email, messages and learning apps to stay in touch with teachers or school leaders when needed. There is a strong sense of community expressed by parents, and many are or have been actively involved, adjusting for limitations imposed by the pandemic. While restricted due to the Covid pandemic, the school is actively involved in partnerships with businesses and the community, cultural and other events, including EXPO 2020.
- Governors are committed to the school and are proactive in engaging with parents and providing an 'open door' on an informal basis. They know the school well and hold the leadership accountable for increasing student achievement, for students' social development and for the degree to which the national priorities of the UAE are addressed. The governing body has ensured continuity in learning through the provision of resources and tools for consistency in education, during the challenge of the pandemic.
- The school's day to day management includes highly effective procedures and routines of a high standard which promote a calm, purposeful, learning ethos. Staff are appropriately qualified and engage in innovative teaching practices that support the school's mission. The high-quality premises including wireless infrastructure, spacious classrooms, IT resources and well-designed outdoor areas that enable diverse learning opportunities. The school's is committed to providing quality resources and regular professional development for teachers.

### For Development:

- Ensure leaders at all levels are held accountable for students' educational achievement, working to improve progress and achievement for each group and each individual student in all phases of the school.
- Develop skills in improvement planning to better refine the goals and focus the next steps for both the short and long term.
- Formalize systems to allow the views of a wide representation of stakeholders to play a part in advising the governing board.

## 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)