



المعرفة
Knowledge



AL EMAN EDUCATIONAL EST

MOE CURRICULUM

ACCEPTABLE

DUBAI FOCUS AREAS

INCLUSIVE
EDUCATION



ACCEPTABLE

WELLBEING



ACCEPTABLE

NATIONAL AGENDA
PARAMETER



WEAK

CONTENTS

SCHOOL INFORMATION	3
SUMMARY OF INSPECTION FINDINGS 2023-202	4
OVERALL SCHOOL PERFORMANCE	6
FOCUS AREAS	8
MAIN INSPECTION REPORT	11
WHAT HAPPENS NEXT?	21



SCHOOL INFORMATION



GENERAL INFORMATION

	Location	Al Rashidiya
	Opening year of school	1973
	Website	www.imandubaischool.com
	Telephone	97142858589
	Principal	Khaled Mohamed Kamel Massoud
	Principal - date appointed	10/19/2021
	Language of instruction	Arabic
	Inspection dates	09 to 13 October 2023



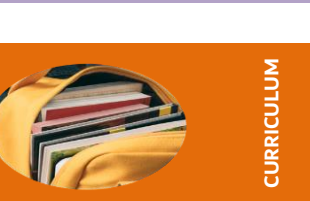
STUDENTS

	Gender of students	Boys and girls
	Age range	3 to 14
	Grades or year groups	KG 1 to Grade 8
	Number of students on roll	394
	Number of Emirati students	17
	Number of students of determination	15
	Largest nationality group of students	Arab



TEACHERS

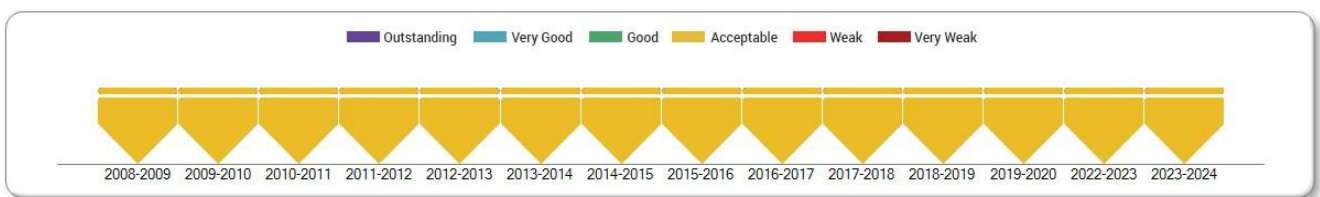
	Number of teachers	35
	Largest nationality group of teachers	Egyptian
	Number of teaching assistants	6
	Number of guidance counsellors	4



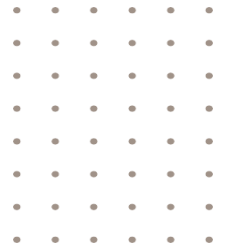
CURRICULUM

	curriculum	Ministry of Education (MoE)
	External Curriculum Examinations	Non
	Accreditation	MoE

School Journey for AL EMAN EDUCATIONAL EST



SUMMARY OF INSPECTION FINDINGS 2023-2024



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

Students' Outcomes

- Attainment is mostly acceptable across the school. It is good in Islamic Education and in Arabic in Kindergarten (KG), and in Arabic and science in Cycle 2. Students make good progress in Islamic Education, Arabic and English in KG, and in science in Cycle 2.
- Throughout, students have very responsible attitudes and behaviour. They demonstrate a strong awareness of the impact of Islamic values on life in the UAE, on Emirati culture and on their own cultures. Their awareness of other world cultures is less strong. Students take on leadership roles willingly. Initiation of their own projects is limited.

Provision For Learners

- In some lessons, support to develop students' critical thinking and independent learning is inconsistent. Teachers have secure knowledge of their own subjects, but less understanding of how students learn. Their use of the available assessment information is limited to planning lessons and matching them to meet individual needs. In the best lessons, students are keen to learn and to participate.
- The curriculum closely follows the MoE requirements and is broad and balanced. Curriculum review and development are in place. The UAE social studies and moral education adhere to MoE guidelines. They foster strong links to Emirati culture and traditions. Curriculum adaptation to meet the needs of different groups of students is less developed.
- Arrangements for the health and safety of students are good. Students are well supervised during the day. However, the management of school transport is not fully effective. Positive relationships exist between students and members of staff. Leaders have established and implemented sound systems to care for and support students.

Leadership and management

- The principal and senior leaders are committed to school improvement. They link their vision for the school to that of the UAE. The school's self-evaluation and improvement planning processes, and their accuracy, are developing. Parents are very supportive of the school. The facilities are appropriate. There is limited use of technology to support learning.



HIGHLIGHTS OF THE SCHOOL:

- Students have good achievements in Islamic Education, Arabic and science.
- Students’ personal development and their understanding of Emirati and their own cultures are strong.
- The arrangements for health and safety are secure.
- Partnership with parents is well developed and productive.

KEY RECOMMENDATIONS:

- Accelerate students’ progress by raising expectations and by offering more consistent opportunities for independent learning.
- Improve teaching and learning.
- Ensure that teachers use internal and external assessment information to plan tasks and activities to cater for students’ different abilities.
- Develop the capacity of all leaders by providing appropriate professional development.











OVERALL SCHOOL PERFORMANCE

Acceptable

01 Students' Achievement

		KG	Cycle 1	Cycle 2
 Islamic Education	Attainment	Good	Acceptable	Acceptable
	Progress	Good	Good	Good
 Arabic as a First Language	Attainment	Good ↑	Acceptable	Good
	Progress	Good	Good	Good
 Arabic as an Additional Language	Attainment	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable
 English	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Good	Acceptable	Acceptable
 Mathematics	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable
 Science	Attainment	Acceptable	Acceptable	Good
	Progress	Acceptable	Acceptable	Good
		KG	Cycle 1	Cycle 2
Learning skills		Acceptable	Acceptable	Acceptable

02 Students' personal and social development, and their innovation skills

	KG	Cycle 1	Cycle 2
Personal development	Good	Good	Very good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable

03 Teaching and assessment

	KG	Cycle 1	Cycle 2
Teaching for effective learning	Acceptable	Acceptable	Acceptable
Assessment	Acceptable	Acceptable	Acceptable

04 Curriculum

	KG	Cycle 1	Cycle 2
Curriculum design and implementation	Acceptable	Acceptable	Acceptable
Curriculum adaptation	Acceptable	Acceptable	Acceptable

05 The protection, care, guidance and support of students

	KG	Cycle 1	Cycle 2
Health and safety, including arrangements for child protection/safeguarding	Good	Good	Good
Care and support	Acceptable	Acceptable	Acceptable

06 Leadership and management

The effectiveness of leadership	Acceptable
School self-evaluation and improvement planning	Acceptable
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

International Assessment, Reading Literacy and Emirati Achievement

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



A. Registration Requirements

Not met

- The school does not offer Cognitive Abilities Test. The school does not register students for reading literacy.

Whole school

Emirati cohort

B. International and Benchmark Achievement

Weak

Weak

- In international benchmark tests in 2021 a very small group of students achieved an average of 454 points in the Progress in International Reading Literacy Study (PIRLS). This represents an improvement from 2016 and exceeds the target of 436 for the whole school and Emirati students. Average scores were in the low international benchmark. Students' outcomes in the external benchmark test in 2022-23 were significantly lower than international benchmark test averages in all subjects. No data are available for Emirati students.

C. Leadership: International and Emirati Achievement

Weak

- The school's National Agenda Action Plan includes a section on improving the achievement of Emirati students. It does not have clear criteria, timescales or targets. Data for Emirati students are not analysed.

Whole school

Emirati cohort

D. Teaching and Learning: Improving reading literacy

Weak

Weak

- There is no objective view of standards in reading. Although students read in most lessons, there is no consistent focus on reading, except for the study in KG and Grade 1 of the sounds that letters make. There are plans to introduce the systematic assessment of reading and interventions to support students who are not reaching requirements or making sufficient progress. Information from PIRLS, albeit reporting on a very small number, indicates that students enjoy reading.

Overall school standards in the National Agenda Parameter are weak.

For Development:

- Use data from internal and external assessment procedures more effectively to plan lessons that meet the needs of different groups of students.
- Raise the profile of reading literacy in all subjects, and introduce procedures to test reading skills and to provide interventions to raise reading levels.
- Track Emirati students' attainment and progress and use the data to raise their achievement.

Wellbeing



KHDA has placed wellbeing at the centre of our school communities. Through focusing upon the inspection of three core wellbeing domains, Leading and Pursuing Wellbeing, Engaging and Enabling Stakeholders and Students' Wellbeing Agency and Experiences, an evaluation of wellbeing provision and outcomes is provided below.

Overall, the quality of wellbeing provision and outcomes is at an acceptable level.

- The school maintains a caring and supportive family atmosphere and prides itself on keeping students safe and happy. Leaders have a strong vision for wellbeing. However, both leaders and teachers need a deeper understanding of how to plan and promote it. Leaders use reflection and oral feedback to judge the success of their wellbeing actions. They do not collect any data that could be used to judge the impact on students, members of staff or parents.
- Students are happy in school. They are well cared for and can name adults in the school whom they trust and in whom they can confide. Their personal development and daily welfare are monitored informally and supported by counsellors and teachers. Parents are supportive of the school. They appreciate its efforts to keep their children safe. Members of staff have good relationships with one another and with school leaders. Programmes to manage risks are underdeveloped and some activities are not well integrated.
- Students are very positive about the school and their teachers. Classrooms are places where students are comfortable and feel safe. Teachers try to ensure that the classroom climate promotes wellbeing. Students' wellbeing is reinforced in Moral, Social and Cultural Studies, Islamic Education and physical education lessons as well as in assemblies. Students have a growing awareness of their own wellbeing and a real concern for others.

For Development:

- Use a range of methods to gather information on wellbeing from all stakeholders to identify areas for improvement or intervention.
- Ensure that wellbeing initiatives are fully embedded, engage students, and effectively address appropriate themes.

UAE Social Studies and Moral Education

- UAE Social Studies and Moral Education are taught as separate subjects. They follow the MoE guidelines and meet requirements. Students have two lessons of social studies from Grade 1 to Grade 4, with independent study for moral education. From Grade 5 to Grade 8, they have two lessons in social studies with another lesson, mostly self-study. Students apply their understanding through a wide range of activities and projects.
- Appropriate teaching ensures that students adopt strong personal and moral values. Teachers build on the students' prior knowledge and understanding. They plan lessons carefully. Assessment strategies are in line with MoE requirements. The teaching programme is stronger when it is adapted to provide an appropriate level of challenge for students through projects, activities and research tasks.





Main Inspection Report

1. STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION			
	KG	Cycle 1	Cycle 2
Attainment	Good	Acceptable	Acceptable
Progress	Good	Good	Good

- Lesson observations, study of recent work and data analysis indicate that, across the school, the majority of students make good progress. The attainment of most students in both cycles is in line with expected standards. Girls perform slightly better than boys.
- Children in KG have a good understanding of Islamic etiquette and principles. In Grade 4, students appreciate the characteristics of a strong believer. In Grade 8, students can link their knowledge of Hadith to their actions.
- Aspects of memorisation and recitation of the Holy Qur'an remain uneven. The turnover of teachers of Islamic Education does not help to maintain momentum. Some students are unclear about aspects of Islamic law and worship.

For Development:

- Enrich aspects of memorisation and recitation skills according to a clear plan.
- Clarify Islamic law when explaining acts of worship.

ARABIC AS A FIRST LANGUAGE

	KG	Cycle 1	Cycle 2
Attainment	Good ↑	Acceptable	Good
Progress	Good	Good	Good

- The majority of students in KG and Cycle 2 demonstrate higher levels of achievement against curriculum expectations. In Cycle 1, students struggle to reach good attainment, especially in independent writing. Girls perform slightly better than boys. Emirati students have acceptable language skills.
- In the upper grades, students can write independently. Although they have a good understanding of the rules of grammar, they do not apply them carefully. Children in KG have a rich vocabulary and good handwriting. Students' listening and reading skills are a strength in all cycles.
- Students participate in reading competitions. They have an additional weekly reading lesson. However, the school lacks a consistent programme and resources to meet the needs of all groups of students.

For Development:

- Devise an appropriate programme and acquire resources to meet the language needs of all groups of students.

ENGLISH

	KG	Cycle 1	Cycle 2
Attainment	Acceptable	Acceptable	Acceptable
Progress	Good	Acceptable	Acceptable

- Children in KG maintain good progress from a low starting point. In most lessons, they engage well and communicate their learning clearly. In Cycles 1 and 2, students struggle with the language and format of the international benchmark test assessments.
- In Cycle 1, students do not have sufficient opportunities to speak and read regularly. There is an improvement in Cycle 2, where girls, especially, speak fluently. There is also an improvement in the quality of extended writing through a focus on short, accurate paragraphs.
- Children's phonic skills in KG are improving, as is their reading. Teachers are making a positive effort to improve punctuation and grammar skills in Cycle 2. However, writing generally remains a challenge.

For Development:

- Ensure that students have the reading and writing skills necessary to improve their performance in the IBT assessments.
- Extend the opportunities in Cycle 1 for students to read aloud, to express their views and to discuss topics at greater length.

MATHEMATICS

	KG	Cycle 1	Cycle 2
Attainment	Acceptable	Acceptable	Acceptable
Progress	Acceptable	Acceptable	Acceptable

- Students' levels of attainment are in line with curriculum expectations. They make expected progress from varied starting points. Attainment has improved in international benchmark tests but is not as strong as indicated by internal assessment data.
- Children in KG recognise and record numbers accurately up to ten. Most can add two digits accurately. Most students acquire the expected basic skills in numeracy. Skills in data handling and geometry are not strong.
- Teachers use assessment information to identify different ability groups and to plan lesson tasks. Too often, the tasks demand similar skills. Students do not attempt to solve complex problems related to everyday life.

For Development:

- Improve levels of attainment in all strands of mathematics, including data handling and geometry.
- Provide more opportunities for students to solve complex age-related problems related to life beyond school.

SCIENCE

	KG	Cycle 1	Cycle 2
Attainment	Acceptable	Acceptable	Good
Progress	Acceptable	Acceptable	Good

- Attainment and progress are higher in the smaller Cycle 2 classes where teachers focus on key subject vocabulary. The majority of students in these classes are able to understand scientific concepts such as atomic structure and bonding.
- Students enjoy science as practical activities are embedded to link scientific skills to key scientific knowledge. Teaching enables most students to develop their observation and communication skills.
- The curriculum is sequenced to extend knowledge. However, students do not have opportunities to develop or apply this knowledge. As a result, internal attainment is higher than external assessment results.

For Development:

- Ensure that in all lessons, particularly in KG and Cycle 1, teachers focus on specific vocabulary to develop all students' scientific knowledge and understanding.
- Provide suitable challenge for each student, with opportunities for them to deepen and extend their knowledge.

LEARNING SKILLS

	KG	Cycle 1	Cycle 2
Learning skills	Acceptable	Acceptable	Acceptable

- Children in KG enjoy learning. They work together effectively, especially in mathematics. In Cycle 1, students do not always have sufficient opportunities to communicate their learning. In Cycle 2, learning skills are improving, especially in Arabic-medium subjects. Students are more actively involved in their learning.
- In areas where learning skills are strongest, students' engagement, group work and communication skills are developing well. Connections to practical, everyday situations are present in some lessons.
- Since the previous inspection, the school has made modest progress in improving critical thinking, problem-solving, investigation, innovation and entrepreneurial skills. The use of technology for research in lessons is not well developed.

For Development:

- Extend the opportunities for students in Cycle 1 to collaborate and communicate their learning more effectively.
- Expand critical thinking, problem-solving, investigation, innovation and entrepreneurial skills throughout the school.
- Provide more planned opportunities for students to use technology to enhance their learning and to carry out independent research.

2. STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

	KG	Cycle 1	Cycle 2
Personal development	Good	Good	Very good

- Relationships and self-discipline are generally positive, but less so in KG and Cycle 1. Students in all cycles are supported in each class by student leaders who help them to develop respect and consideration in class and around the school.
- Bullying is rare. Students are confident that members of staff deal with any reported issues. Students enjoy coming to school. They usually arrive at school and to lessons on time.
- Students demonstrate a sound understanding of healthy lifestyles. They know how to keep themselves safe. Teachers monitor diets and involve parents as required.

	KG	Cycle 1	Cycle 2
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good

- Students understand the benefits of Islamic values and Emirati traditions. They can provide examples of how they affect their lives and life in the UAE in general.
- Projects, National Festivals and lessons in the Heritage Tent help students to appreciate the impact of Emirati culture on everyday life in Dubai.
- Teachers provide opportunities to improve students' appreciation of other world cultures. These activities are beginning to have an impact, but they lack consistent promotion.

	KG	Cycle 1	Cycle 2
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable

- In KG, students take care of their belongings sensibly. Older students make sure that all follow the school rules and play well together. They volunteer, with adult support, in the local area by helping to clean up the beach and nearby parks.
- Students enjoy school and they work hard in lessons and are ambitious. They consider the needs of those less fortunate than themselves. They collect used clothing to help the Emirates Red Crescent Charity.
- Students take care of the environment. They use the refuse bins for recycling. They are aware of climate change, but have limited knowledge about sustainability and conservation, both in their immediate area and beyond.

For Development:

- Encourage students to take part in more voluntary projects.
- Provide activities to encourage students to become more aware of sustainability and conservation issues.

3. TEACHING AND ASSESSMENT

	KG	Cycle 1	Cycle 2
Teaching for effective learning	Acceptable	Acceptable	Acceptable

- Most teachers have secure subject knowledge. They are less aware of good teaching strategies, especially in Cycle 1. Teaching is generally stronger in the Arabic-medium subjects and in science in Cycle 2. Teaching in the upper grades in English is generally strong.
- Teachers use strategies to encourage students to work together. Students' interactions are positive. Strategies to meet the needs of groups of students are generally limited. There is little differentiated work. Questioning regularly encourages discussion. However, it is not sufficiently focused to deepen understanding.
- Since the previous inspection, teachers have provided students with more opportunities to engage in activities that promote independent learning, critical thinking and innovation. However, progress has been limited. These areas are still underdeveloped.

	KG	Cycle 1	Cycle 2
Assessment	Acceptable	Acceptable	Acceptable

- The school has effective procedures to collect, record and analyse internal and external assessment data. Teachers' judgements on attainment is mostly accurate. There is not an effective system to judge students' academic progress.
- Teachers in KG know their children well from baseline and ongoing assessments. Teachers in other phases use assessment information to group students by ability. Analysis of data is not used effectively to inform planning or to provide appropriate challenges.
- Teachers regularly mark students' work. In English, in the upper grades, teachers give constructive written feedback to help students to improve. This practice is not developed in other phases or subjects.

For Development:

- Ensure that teachers use strategies to extend students' independent learning, critical thinking and innovation skills.
- Improve systems to judge students' progress accurately.

4. CURRICULUM

	KG	Cycle 1	Cycle 2
Curriculum design and implementation	Acceptable	Acceptable	Acceptable

- The curriculum is based on an appropriate rationale. The school follows the MoE curriculum to define content and syllabi. The curriculum is balanced and compliant, but does not fully meet the needs of different groups of students.
- Planning across the phases is sequential. However, students are generally not well prepared for the next stage in their learning. In Grade 8, they are introduced to the two sections of secondary stage, advanced and general, simultaneously.
- Students have no opportunities for subject choice. The curriculum focuses on preparation for examinations. There is an emerging link between some subjects such as Islamic Education, Arabic and science. After each term, the curriculum is reviewed, but without sufficient understanding of the reasons.

	KG	Cycle 1	Cycle 2
Curriculum adaptation	Acceptable	Acceptable	Acceptable

- A few modifications to the curriculum in KG have led to improved provision which meets the needs of most children. In Arabic-medium subjects, the curriculum is mostly appropriate. However, curriculum modifications in English-medium subjects are generally underdeveloped.
- The curriculum offers a few opportunities for extra-curricular activities. Some projects and events are mapped onto the curriculum to allow for opportunities to develop students' social interactions. Innovation, entrepreneurship and creativity are limited and inconsistent.
- Since the previous inspection, appropriate learning experiences are deepening students' understanding of the traditions and culture of the UAE. Cross-curricular links, imaginative school assemblies, attractive displays and external visits all contribute.

For Development:

- Adapt the curriculum to challenge and support all groups of students, including students of determination and those with gifts and talents.
- Ensure that all students have adequate opportunities for creativity, enterprise and innovation.

5. THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

	KG	Cycle 1	Cycle 2
Health and safety, including arrangements for child protection / safeguarding	Good	Good	Good

- Appropriate safeguarding procedures and policies are in place. Members of staff are trained. Students know that they can talk to a teacher if necessary. Medical staff are always available. They keep confidential records and ensure the health and safety of all students. Procedures for the arrival and departure of school transport are erratic.
- The buildings are old but clean. They are regularly checked and well-maintained. The school is on one level. Ramps allow for disabled access. One central area has a small garden where plants flourish, another has fixed climbing apparatus for young children.
- A healthy lifestyle and healthy food are well promoted. The cafeteria provides an appropriate selection of food and has a shaded seating area nearby. There are adequate areas for physical activity.

	KG	Cycle 1	Cycle 2
Care and support	Acceptable	Acceptable	Acceptable

- Satisfactory behaviour management and mutually respectful relationships result in positive learning environments. An efficient system monitors students' attendance and lateness. Unexplained absences are followed up with parents.
- The system for identifying the needs and abilities of students of determination accurately does not make use of school-based assessment. All teachers provide some support for students of determination through differentiated activities, but they do not always match students' needs.
- Students with gifts and talents are recognised and supported. Support for the academically gifted students is underdeveloped. The school's social worker and the head of inclusion effectively oversee a whole-school process for monitoring and supporting the personal development and welfare of all students.

For Development:

- Refine the policies for the arrival and departure of school transport.
- Improve the identification of students of determination and those who are gifted by using a range of assessments in school.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination

Acceptable

- Leaders have made a commitment to inclusion, which is evident in the school's ethos and practices. The head of inclusion and two experienced specialists work collaboratively in the inclusion department to monitor and develop provision.
- Established procedures identify students of determination. Planned interventions attempt to overcome any barriers to learning and to meet students' needs. Individual Education Plans (IEPs) with academic and non-academic goals provide guidance for intervention and classroom support.
- The inclusion team ensures that parents have a positive relationship with the school. Members work closely with them. They encourage parents to be involved in their children's education. Parents attend the IEP development meetings and receive progress reports each term.
- Teachers welcome students of determination into their classrooms. They are consistently supportive and give each student individual attention. However, at times, students are not engaged in meaningful activities. Differentiated lesson planning and delivery is variable and not always effective.
- Teachers track progress through the achievement of IEP targets and through subject examinations and structured observations. Although most students of determination are improving, the inconsistent quality of provision does not ensure steady progress.

For Development:

- Improve the outcomes for students of determination by enhancing the knowledge and skills of the inclusion team and the planning and continuing development of provision.
- Ensure high-quality, consistent class-based support and curriculum modification to meet students' needs.



6. LEADERSHIP AND MANAGEMENT

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

- School leaders, led by the principal, have a clear understanding of the school's aims and are aware of the UAE educational priorities. Middle leaders have a sound understanding of best practices in teaching and learning. Generally, they have strong communication skills and develop a positive learning environment and inclusive school culture. However, their capacity to accelerate the pace of improvement is inconsistent as their leadership abilities are too variable.
- The school's self-assessment and evaluation processes are established. Leaders monitor the quality of teaching and learning regularly across each department and develop these systems. They have made some progress in addressing the recommendations made in the previous inspection report. However, their evaluations are not based on the accurate analysis of all internal and external assessment information. They do not focus enough on the progress which students make over time.
- Parents are supportive of the school. There are strong channels of communication, such as social networks and an open-door policy. Reports to parents lack the necessary detail about students' personal and social development. The school has some links with local institutes. Parents participate in the school's activities and events. Links with the international community are underdeveloped.
- The school's governing board provides a sound range of expertise and knowledge. There is a reasonable representation of parents, teachers and the community. The board supports the school and leaders in developments and initiatives. However, it does not fully challenge leaders or hold them to account for improvement in students' outcomes.
- The school's daily routines run smoothly. Leaders, administrators and support staff work effectively to facilitate its day-to-day management. The school's premises, facilities and resources are limited. The learning resources in the majority of classes focus on worksheets which do not stimulate learning. Teachers benefit from internal professional development. However, training in leadership skills is less extended.

For Development:

- Develop leaders' capacity, enhance their leadership skills and provide more opportunities for professional development at all levels.
- Ensure that the school improvement plan has clear, measurable and achievable targets and that there is a focus on the improvement of students' outcomes.
- Enhance links with the international community.



WHAT HAPPENS NEXT?

All schools are required to develop an action plan. The plan should address:

- recommendations from DSIB
- areas identified by the school as requiring improvement
- other external reports or sources of information that comment on the work of the school
- priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

Dubai Schools Inspection Bureau

Knowledge and Human Development Authority

If you have a concern or wish to comment on any aspect of this report, you should contact QA.Schools@khda.gov.ae