



المعروف  
Knowledge المعرفة



# AL MAWAKEB SCHOOL AL GARHOUD L.L.C

## US CURRICULUM

**GOOD**

## DUBAI FOCUS AREAS

INCLUSIVE  
EDUCATION



**GOOD**

WELLBEING



**GOOD**

NATIONAL AGENDA  
PARAMETER



**GOOD**

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## SCHOOL INFORMATION



GENERAL INFORMATION

	Location	Al Garhoud
	Opening year of school	1995
	Website	www.almawakeb.sch.ae
	Telephone	+971-4-2851415
	Principal	Omar Hatoum
	Principal - date appointed	1/8/2014
	Language of instruction	English, Arabic
	Inspection dates	30 October to 03 November 2023



STUDENTS

	Gender of students	Boys and girls
	Age range	4 to 18
	Grades or year groups	KG 1 to Grade 12
	Number of students on roll	2310
	Number of Emirati students	225
	Number of students of determination	101
	Largest nationality group of students	Arab



TEACHERS

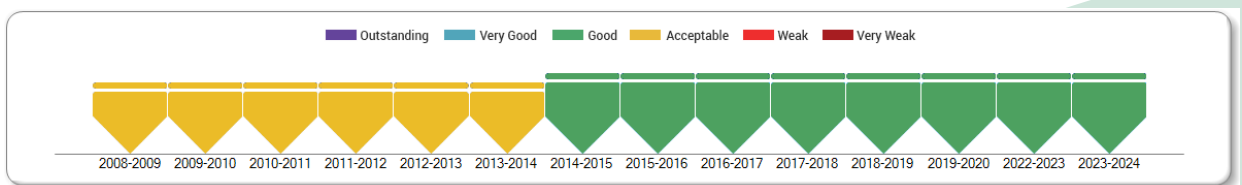
	Number of teachers	121
	Largest nationality group of teachers	Lebanese
	Number of teaching assistants	3
	Number of guidance counsellors	1



CURRICULUM

	curriculum	US
	External Curriculum Examinations	AP
	Accreditation	NEASC

### School Journey for AL MAWAKEB SCHOOL AL GARHOUD L.L.C



## SUMMARY OF INSPECTION FINDINGS 2023-2024

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

### Students' Outcomes

- Students' achievement levels range from acceptable to outstanding across the key subjects. Specific strengths include students' outcomes in the high school and the improved progress in the elementary and middle schools. In most lessons, students are well engaged in learning and use technology to conduct basic research. They often apply their learning to the wider world and make connections between the different areas of learning.
- Students show positive attitudes towards learning and the school. Their behavior in lessons is consistently very good. They demonstrate secure understanding of Islamic values, the UAE culture and other world cultures. Their social contributions and environmental awareness are strengths of the school. They initiate and lead research projects that have a positive impact on the school and wider community.

### Provision For learners

- The quality of teaching is acceptable in the Kindergarten (KG), good in the elementary and middle schools, and very good in the high school. Teachers provide sufficient opportunities for students to use technology to support learning and to collaborate in groups. The school has effective systems in place to collect and analyze different types of assessment data. This year, teachers have made a slightly better use of assessment data in planning and delivering lessons.
- The school curriculum follows the Common Core State Standards (CCSS) in the majority of subjects. It adopts the Ministry of Education (MoE) standards in Islamic Education, Arabic, and the other national subjects. The school reviews the curriculum on a regular basis to ensure its coherence. It features many cross-curricular links and connections to the UAE society. Curriculum adaptation to meet students' needs is good, but inconsistent across the phases. It is more effective in the high school.
- The school has very effective processes in place to ensure the health and safety of students, staff and visitors. The buildings and facilities are well maintained. The school keeps comprehensive records of students' health-related records and evacuation procedures. The school has very effective systems in place to manage students' attendance and behavior. The quality of care and support for students is good, and very good in the high school.

### Leadership and management

- School leaders share the clear vision, mission and core values of the school with all stakeholders. The school improvement plans cover many aspects of the school's work and responds to the recommendations arising from external reports. The partnerships with parents are very strong. Governors know the school well and hold school leaders to account in an informal way. The school has the resources and staffing to support good teaching and learning.

### Highlights of the school:

- The highly effective procedures to ensure students' health and safety
- The strong partnerships with parents and the local community
- Students' excellent personal and social development
- Students' achievement in the high school and the improving progress that students are making in the elementary and middle schools.

### Key recommendations:







- Ensure that teaching and curriculum adaptation are more effective in enabling children in KG to improve their outcomes, especially in English and science.
- Ensure that leaders, at all levels, have systems in place to improve the quality and consistency of teaching in the lower three phases.
- Use the self-evaluation process to produce a more realistic view of the school's performance and to identify the school's priorities for improvement planning.
- Ensure that improvement planning has a more substantial impact on provision and outcomes.



# OVERALL SCHOOL PERFORMANCE

Good

## 01 Students' Achievement

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

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

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

## 03 TEACHING AND ASSESSMENT

	KG	Elementary	Middle	High
Teaching for effective learning	Acceptable	Good	Good	Very good
Assessment	Good	Good	Good	Good

## 04 CURRICULUM

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

## 05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

## 06 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	Good

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

## FOCUS AREAS

### National Agenda Parameter

#### International Assessment, Reading Literacy and Emirati Achievement

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



<b>A. Registration Requirements</b>	<b>Met Fully</b>
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	<b>Whole school</b>	<b>Emirati cohort</b>
<b>B. International and Benchmark Achievement</b>	<b>Very good</b>	<b>Very good</b>

- The school's score in the 2021 Progress in International Reading Literacy Study (PIRLS) is 586, which is 41 above the target which the school was set, and 61 above the 2016 PIRLS score. This result places the school in the high international benchmark. Although slightly lower, Emirati students made similar progress. Progress against the National Agenda Parameter is good in English, mathematics and science across the whole school, and acceptable for the Emirati students.

<b>C. Leadership: International and Emirati Achievement</b>	<b>Good</b>
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- Most leaders understand the implications of the National Agenda assessments and ensure that any identified skill-gaps are addressed, especially with regard to Emirati students' needs. Similarly, they ensure that the curriculum is adapted appropriately to meet the needs of all students, including Emiratis, and to monitor the impact on students' progress.

	<b>Whole school</b>	<b>Emirati cohort</b>
<b>D. Teaching and Learning: Improving reading literacy</b>	<b>Good</b>	<b>Good</b>

- A majority of students' reading skills across the school are above age-related expectations, with a particular strength in the high school. A large majority of teachers use data to inform reading literacy in their lessons, and, consequently, improvements in reading are evident for all students, including Emiratis. There is a growing reading culture in the school.

**Overall, school's standards in the National Agenda Parameter are good.**

#### For Development:

- Ensure that information from literacy assessments is used by teachers in all subjects to ensure improvement in reading literacy.

## 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 outcome is at a good level.**

- Wellbeing is a priority in the school. This is reflected in the school's improvement plan, vision and ethos. The wellbeing team is led by a highly committed leader who is well-informed about the wellbeing of students. The wellbeing vision and principles are reflected across the school. Not enough use is made of the data collected on students' wellbeing. Actions and interventions are usually informal, because of a reliance on the strong relations between students and teachers.
- Governors, the leadership team and teachers all share a common vision with wellbeing at its heart. Students' views are heard, and their input is always welcome. Parents benefit from open channels of communication with the school. A range of services and initiatives is available for students to access support whenever needed.
- A range of curriculum programs and other initiatives promote students' awareness of their own wellbeing. Many activities are led and implemented by students, including a variety of clubs, environmental initiatives and community service. However, not all students are well equipped with the knowledge and skills of wellbeing strategies to manage and develop their own wellbeing with increasing independence.

### For Development:

- Develop more formal assessment systems and methods of data analysis to inform action planning and school wellbeing plans.
- Ensure that all students are equipped with the knowledge of wellbeing strategies that will enable them to manage their own wellbeing.

## UAE social studies and Moral Education

- Social studies and moral education are taught as stand-alone subjects in the upper three phases. The UAE Moral Social and Cultural Framework is used. The approach to the curriculum for both subjects is project-based learning and emphasizes global perspectives. In social studies, students are encouraged to take responsibility for learning and to design their own projects. Assessment includes quizzes and end of semester assessments.
- In moral education, the curriculum follows the UNESCO four pillars of learning, to know, to do, to live together and to be. Students are encouraged to recognize the effect that events and actions have on people and to be self-aware. They are active learners who take responsibility for their own learning. On-going assessments include quizzes, gradebooks and homework completion rates. Students also complete final assessments for each topic.

## Arabic in Early Years

- Arabic is taught to all children in KG1 and KG2. There are five periods per week. Each period lasts for 45 minutes. Arabic as a first language and Arabic as an additional language are taught together. The school follows the MoE outcomes for KG1 and KG2. It is supported by the UAE version of 'I love Arabic' books. In KG1 children are learning the letter B with short vowels in three and four letter words. In KG2, children learn the letter B in all shapes and positions in a short story. The school tracks students' progress through observations and exit tickets. Assessment information is recorded on a weekly basis.



# MAIN INSPECTION REPORT

## 01 STUDENTS' ACHIEVEMENT

### ISLAMIC EDUCATION

	KG	Elementary	Middle	High
<b>Attainment</b>	Not applicable	Good	Good	Very good ↑
<b>Progress</b>	Not applicable	Very good	Good	Very good

- Students demonstrate a deep understanding of a range of Islamic principles and values. They have a passion for applying these values in their daily lives. Assessment data point to strong attainment and progress, especially in the high school.
- In all lessons, students show that they can apply their understanding in new situations. This is consistently above the expectations of the curriculum. In the best lessons, they develop their knowledge through both group work and individual activities.
- The school is implementing a planned Holy Qur'an program to enhance memorization and recitation. However, a minority of students are not confident in applying all the age-related Tajweed rules.

#### For Development:

- Enable teachers to develop their differentiated teaching strategies.
- Implement the Holy Qur'an program with more individualized practices.

**ARABIC AS A FIRST LANGUAGE**

	KG	Elementary	Middle	High
<b>Attainment</b>	Not applicable	Good	Good	Very good ↑
<b>Progress</b>	Not applicable	Very good ↑	Very good	Very good

- The school's Internal assessment data show attainment levels in Elementary and Middle that are above expectations. However, external data are less secure. Students in the high school demonstrate stronger achievement because of improvement in their speaking and analytical abilities.
- The development of listening and reading comprehension skills is consistent across all phases, involving a wide range of texts. In the high school, students can apply literary devices when analyzing narratives. Although most students' oral responses are articulate, the quality of their writing often lacks detail.
- The incorporation of personalized tasks and the focus on standard Arabic usage offers students more opportunities for improvement. In the high school, students demonstrate well-developed research skills and reflection on their learning. However, this is not consistent across all grades.

**For Development:**

- Improve students' written responses by providing an appropriate level of challenge in all learning activities.

**ARABIC AS AN ADDITIONAL LANGUAGE**

	KG	Elementary	Middle	High
<b>Attainment</b>	Not applicable	Good	Good	Good
<b>Progress</b>	Not applicable	Good	Good	Good

- The school's data and students' external results show strong attainment levels. However, this is not in line with the level of attainment seen in lessons and in students' recent work. Although the majority of students across all phases make better progress from their starting points, this is less evident among new students.
- Students' listening and reading skills are well developed. They can skim and scan text and respond to comprehension questions. Students use appropriate language to respond orally. However, their engagement in conversations on unfamiliar topics is insecure.
- The school's focus on reading skills has improved students' reading fluency, comprehension skills and connection to the wider world. Although still slow, students' skills of inference are improving more quickly than their written responses to texts and their creative writing.

**For Development:**

- Improve students' speaking skills by providing more opportunities for them to connect with their personal experiences and everyday situations.
- Strengthen students' creative writing abilities and the development of their skills of inference when responding to texts, especially in Middle and High.

ENGLISH

	KG	Elementary	Middle	High
<b>Attainment</b>	Acceptable ↓	Good	Good	Very good
<b>Progress</b>	Acceptable ↓	Good	Very good ↑	Very good

- A large majority of students show better than expected outcomes in the high school. In the middle school and elementary school, the majority of students show better than expected attainment levels. However, in KG, children’s outcomes are only in line with expectations.
- Students' speaking and listening skills are strong in the upper three phases. They can describe, explain and discuss at age-appropriate levels. In the high school, students are fluent speakers and express their views confidently. In KG, teaching approaches restrict the development of children’s communication skills.
- Most students can read a range of texts with good understanding. Their writing skills are more variable. Teachers’ strong focus on improving literacy skills has led to improved attainment and progress, especially in the middle school, where progress is now very good.

**For Development:**

- Improve progress in KG by ensuring **that** teaching strategies are **suited to** the needs of very young children.
- Improve the ability of students to write accurately and at length using writing conventions correctly.

MATHEMATICS

	KG	Elementary	Middle	High
<b>Attainment</b>	Good	Good	Very good	Outstanding ↑
<b>Progress</b>	Good	Good ↓	Very good	Outstanding ↑

- Children develop good mathematical skills in KG, as do students in Elementary, through applying learning to everyday situations. External assessment data support strong progress in the middle and high schools. External data indicate lower levels of attainment, especially in the elementary school.
- In the high school, students consistently demonstrate secure mathematical skills. For example, they can apply theoretical knowledge of displacement and velocity in solving a range of different problems.
- In the upper three phases, students can discuss their work and display their understanding using accurate mathematical vocabulary. They can solve word problems of increasing difficulty and complexity as they move up the grade levels.

**For Development:**

- Improve students’ attainment levels in external assessments.

**SCIENCE**

	KG	Elementary	Middle	High
<b>Attainment</b>	Acceptable ↓	Good	Good	Very good
<b>Progress</b>	Acceptable ↓	Very good ↑	Very good ↑	Very good

- Internal assessments show attainment in KG to be above that seen in lessons and in children's work. Most children in KG have mastered the curriculum to the expected levels and are making the expected gains in their attainment over time.
- In the elementary and middle schools, a majority of students attain at a level which is above curriculum standards, while a large majority of those in the high school do so. In the upper three phases of the school, a large majority of students make better than expected progress.
- While students' practical skills are improving, they remain underdeveloped across the school. There has been an increased focus on the development of students' investigative skills, but opportunities for practical experiences, especially in a laboratory setting, remain limited.

**For Development:**

- Improve students' practical and investigative skills in all phases.

**LEARNING SKILLS**

	KG	Elementary	Middle	High
<b>Learning skills</b>	Good	Good	Very good ↑	Very good

- In all phases, students are enthusiastic and well-motivated. They enjoy collaborating with others and mutually support their learning. In the middle and high schools, students strive to excel, and most can take the initiative and show leadership.
- Students seek advice on how to improve, especially in the upper grade levels. In KG, children sometimes lose focus, become distracted, and do not make appropriate progress. Students regularly relate what they learn to their own experience and to the wider world.
- The school has implemented strategies to develop students' research skills and to encourage the development of critical thinking and problem-solving. This has led to improvements in learning skills, especially in the middle school. A minority of younger students are still too dependent on the teacher.

**For Development:**

- Ensure that children in KG remain focused on the task in hand and do not become distracted.
- Develop strategies to support the acquisition of higher order thinking skills, especially in KG and Elementary.

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

	KG	Elementary	Middle	High
<b>Personal development</b>	Outstanding	Outstanding	Outstanding	Outstanding

- Across the school, students demonstrate highly positive attitudes towards their classmates and show responsibility towards learning and school life. Students demonstrate strong leadership skills and are self-disciplined, especially in the high school.
- Students are strongly aware of the need for a healthy lifestyle. They take part in various sporting activities and make healthy food choices. However, a minority do not always make appropriate choices when choosing their meals, especially in the lower grade levels.
- Students are very sensitive to others' needs. They are keen to take action to ensure one another's wellbeing. Students accept advice responsibly and are willing to give and receive critical feedback. They are happy with the personal development opportunities offered to them.

	KG	Elementary	Middle	High
<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	Very good	Outstanding	Outstanding	Outstanding

- Students demonstrate high awareness of Islamic values. They embody this awareness in their daily dealings with their classmates and their surroundings.
- Students' understanding of the heritage and culture of the UAE is a strength. Most students are proud of being part of the diverse Dubai society and consider the UAE as their home. However, Emirati culture and heritage are not sufficiently emphasized in displays around the school.
- Students' understanding of their own culture, world cultures and the importance of cultural diversity is a significant strength across the school.

	KG	Elementary	Middle	High
<b>Social responsibility and innovation skills</b>	Outstanding ↑	Outstanding ↑	Outstanding	Outstanding

- Students make substantial contributions to the school. They care for and respect their school and one another. Senior students successfully undertake various leadership roles, often suggesting and implementing ideas to support environmental and community projects.
- Students demonstrate a highly positive work ethic. They initiate innovative projects and enterprise activities and raise funds for local and international charities. They also make sure that all are aware of the initiatives by sharing information through the notice boards and assemblies.
- Younger students are now more involved with community projects. Elementary school students learn sign language to enhance communication during visits with the hearing impaired. In KG, children enthusiastically plant greenery and recycle plastic to help to sustain the environment.

### For Development:

- Increase projects and programs on the importance of healthy food habits, especially in the elementary school.
- Focus more on Emirati culture and heritage in the school displays.

## 03 TEACHING AND ASSESSMENT

	KG	Elementary	Middle	High
Teaching for effective learning	Acceptable ↓	Good	Good	Very good

- Most teachers show excellent subject knowledge. They plan lessons thoroughly and adapt teaching to take account of students' learning needs. Planning in KG, however, is more generic and children's individual learning needs are not always met.
- Teachers use time well, maintaining a good pace of learning. Most use questioning effectively to check understanding. In the better lessons, they ask open-ended questions and encourage critical thinking and problem-solving. In these lessons students become more self-reliant.
- Teachers have benefited from targeted professional training to improve their effectiveness, especially in promoting research and enquiry skills. This has led to higher-quality teaching, especially in the upper grades. The use of technology to support learning is not consistent throughout the school.

	KG	Elementary	Middle	High
Assessment	Good	Good	Good	Good

- Assessment processes are well matched to the curriculum. They give comprehensive, reliable and valid measures of attainment across most phases. These are effectively benchmarked against external judgements and are used correctly to provide progress judgements.
- The systematic gathering and comparison of a range of internal and external assessment data takes place, as does the monitoring of progress over time for all groups of students. Gathering and analyzing data has improved and provides substantial information for teachers and middle leaders to use.
- The use of data and the focused feedback to meet the needs of all students are improving but remain inconsistent. Oral feedback given to students is a stronger feature. Sometimes students assess their own work.

### For Development:

- Ensure that teaching in KG takes account of how very young children learn best, especially in English and science.
- Ensure that students across the school are consistently offered regular guidance regarding the steps they can take to move their learning forward.

## 04 CURRICULUM

	KG	Elementary	Middle	High
<b>Curriculum design and implementation</b>	Good	Good	Good	Very good

- The school's curriculum is aligned to Massachusetts Common Core Curriculum Standards, Next Generation Science Standards and the MoE requirements. It reflects the values and vision of the school and of the UAE. The curriculum is broad and balanced and provides extensive high-quality academic opportunities.
- The school currently offers Advanced Placement (AP) courses in English, mathematics, science and a wide range of electives. These AP courses are helping to prepare students well for university education.
- The on-going curriculum reviews maintain alignment of the curriculum to lesson planning and to assessment. Progression enables a smooth transition between the phases. Cross-curricular links and everyday examples ensure the transfer of learning between subjects. Opportunities for enhancement, enterprise and innovation are inconsistent.

	KG	Elementary	Middle	High
<b>Curriculum adaptation</b>	Acceptable ↓	Good	Good	Very good

- The curriculum is carefully designed and modified to meet the needs of the diverse student body, ensuring that the multi-cultural student population is successfully integrated within the school community. Opportunities to develop students' social and emotional skills are interwoven into the academic program.
- The rigor and challenge of AP courses earn college credit. As implemented, the curriculum offers a range of courses that enable students to enhance and extend their learning. The curriculum in KG is less well adapted to meet children's needs.
- Opportunities to explore, engage and discover are imbedded in the curriculum. Students have opportunities to develop a clear understanding of Emirati values, history, culture and society.

### For Development:

- Ensure that curriculum adaptation to meet children's differing learning needs is more effective in KG.

## 05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

	KG	Elementary	Middle	High
<b>Health and safety, including arrangements for child protection / safeguarding</b>	Very good	Very good	Very good	Very good

- Staff work effectively to make sure that all required safeguarding policies, procedures and systems are comprehensive and robustly implemented. They receive safeguarding and child protection training regularly. Staff act with determination to protect all students from any form of abuse.
- The school environment is clean and secure. Maintenance and repairs are regularly undertaken. Medical records are stored securely. Most students engage in healthy eating promotions.
- Buses arriving and leaving school are very well supervised. A new push-button alert system to detect any student unknowingly remaining on the bus has been introduced. Flooring has recently been replaced to make the sports facilities and the KG washrooms safer.

	KG	Elementary	Middle	High
<b>Care and support</b>	Good	Good	Good	Very good

- The school has a caring ethos which is reflected in the positive relationships between the staff and students across all grade levels. There are effective systems in place for behavior management and for promoting attendance and punctuality.
- School leaders make use of a variety of assessments to inform the identification of students of determination and those with gifts and talents. Although support strategies and interventions are part of individual planning, they are not consistently provided to students in lessons across all grade levels.
- Wellbeing is a key priority for the school. Dedicated staff members provide advice, guidance and support to all students. Targeted academic and career support is offered to high school students.

### For Development:

- Ensure that support strategies for students of determination and those with gifts and talents are implemented consistently in all lessons.

## INCLUSION OF STUDENTS OF DETERMINATION

<b>Provision and outcomes for students of determination</b>	<b>Good</b>
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- The inclusion leader, supported by the inclusion champion, promotes an inclusive ethos. They respond to the diverse needs of all students. Appropriate assessment systems are in place to gain information about students' progress and areas for improvement.
- The processes for identifying students' needs are too general and not rigorous enough. Nevertheless, appropriate strategies are in place to lower learning barriers for most students. Students with higher needs have individual education plans (IEPs) with a set of learning targets related to their particular learning barriers.
- Parents are generally positive and appreciate the support which the school provides. They are kept well-informed about their children's progress. Parents feel that their input is respected. They contribute to their children's IEPs. Effective communications between teachers and parents include advice on support strategies at home.
- Although teachers generally have access to personalized strategies as part of students' IEPs, the implementation is inconsistent across phases. This impacts on students' progress. Alternative pathways for students not suited to the mainstream curriculum are not yet in place.
- Almost all students make at least good progress towards their IEP goals. A tracking system is in place to monitor students' academic progress across subjects. However, lesson activities are not always modified according to students' learning needs.

### For Development:

- Ensure that more systematic support is embedded within the school through support teachers and learning support assistants.
- Develop effective assessment systems to monitor and analyze students' performance and enable accurate tracking of progress against IEP targets.

## 06 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	Good

- The principal has successfully shared the vision, mission, and core values of the school with the whole school community. Most senior and middle leaders demonstrate secure understanding of the curriculum and of what they need to do to keep improving the school. Relationships are mostly professional. Leaders show clear understanding of their roles and responsibilities. Morale throughout the school is positive. Staff feel that the school community is their second family. School leaders have been able to address a few of the areas that needed most attention.
- The school's self-evaluation process generates a slightly inflated view of the school's performance. It engages all stakeholders but is not used as a tool to identify the school's priorities for improvement. The school's improvement planning responds to recommendations from the external reports and is aligned to the school's guiding statements. Leaders effectively monitor teaching across the phases and evaluate its impact on students' outcomes. The school has made some progress in addressing the recommendations of the previous inspection report.
- School leaders have improved parents' engagement in the life of the school through the work of the parent partnership council. The school does very well in considering parents' opinions in making decisions that affect all children. Parents are very aware of the progress that their children are making at the academic, personal and social levels. They are very satisfied with the detailed and ongoing online reporting from the school. They speak highly of the partnerships that the school has established with the local and wider community.
- The governing board regularly collects the opinions of the different stakeholders to gain a clear review of the school's performance. Although governors hold the senior leadership team to account for the school's performance, they do not do so in a fully systematic or formal way. Members of the board exert a positive impact on the school, and they work to ensure that the school has all the staffing and resources it needs to support students' achievements.
- The school runs smoothly on a day-to-day basis. Teachers are suitably qualified and deployed effectively to promote students' achievement. They receive internal and external continuous professional training that is aligned to the school's priorities. The premises are well maintained and allow access to almost all students and staff. The school has yet to provide an additional science laboratory in response to the recommendation from the previous inspection report. The resources available, including technology, are appropriate to the needs of the curriculum and support good teaching and learning.

### For Development:

- Ensure that the governing board holds senior leaders to account for the school's performance in a more systematic and formal way.



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