

# INSPECTION REPORT

2022-2023



**AL MAWAKEB SCHOOL AL BARSHA L.L.C**

**US CURRICULUM**

**GOOD**

## CONTENTS

---

<b><i>Contents</i></b> .....	<b>2</b>
<b><i>School Information</i></b> .....	<b>3</b>
<b><i>Summary of Inspection Findings 2022-2023</i></b> .....	<b>4</b>
<b><i>Overall School Performance</i></b> .....	<b>6</b>
<b><i>Focus Areas</i></b> .....	<b>8</b>
<b><i>Main Inspection Report</i></b> .....	<b>10</b>

## SCHOOL INFORMATION

### GENERAL INFORMATION

	Location	Al Barsha
	Opening year of School	1998
	Website	www.almawakeb.sch.ae
	Telephone	97143478288
	Principal	Moussa Chahbaz
	Principal - Date appointed	1/8/2017
	Language of Instruction	English
	Inspection Dates	21 to 25 November 2022

### STUDENTS

	Gender of students	Boys and girls
	Age range	4 to 17
	Grades or year groups	KG 1 to Grade 12
	Number of students on roll	3190
	Number of Emirati students	523
	Number of students of determination	131
	Largest nationality group of students	Arab

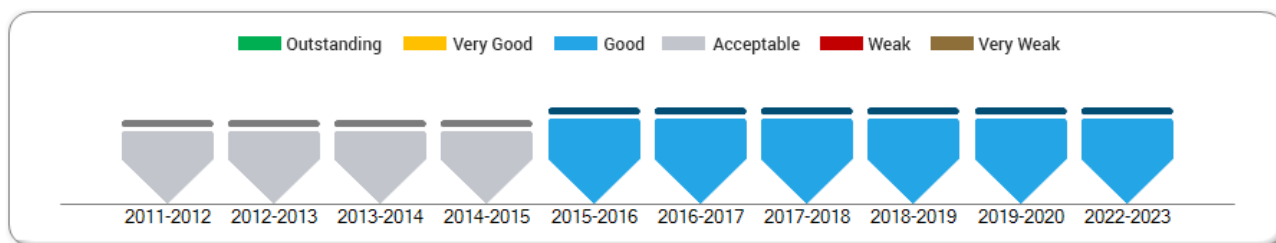
### TEACHERS

	Number of teachers	160
	Largest nationality group of teachers	Lebanese
	Number of teaching assistants	4
	Teacher-student ratio	1:20
	Number of guidance counsellors	1
	Teacher turnover	8%

### CURRICULUM

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

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



## Summary of Inspection Findings 2022-2023

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

### STUDENTS OUTCOMES

- Attainment is very good in Islamic Education in the elementary phase and in science in the middle and high phases. Attainment in Arabic as an additional language is acceptable in the middle and high phases. In all other phases, attainment is good. Students make very good progress in English, mathematics, and science in the high phase, and in science, in the middle phase. Children in the Kindergarten (KG) make very good progress in English and mathematics and good progress in science. Learning skills are strongest in KG and the high school phase.
- Students' behavior is outstanding across all phases. An exceptional understanding by students of Islamic values such as, charity, integrity, and honesty is evident in the middle and high phases. Students have a deep appreciation of Emirati culture and heritage. Older students exhibit strong leadership skills by initiating and organizing school events and volunteering in the local community. Visits to the Rashid Center have resulted in strong relationships with students of determination.

### PROVISION FOR LEARNERS

- The quality of teaching is strongest in the high school phase, where teachers promote appropriately challenging learning activities. In lessons in other phases, learning is, at times, overdirected by teachers and these limit opportunities for students to be independent and collaborative. The school's assessment procedures are secure, and data are used effectively to guide teaching and learning. Procedures for assessing the additional needs of students of determination, together with those with gifts and talents, are developed well.
- Effective curriculum planning ensures students' smooth transitions between phases. Staff conduct regular reviews to ensure that the curriculum meets the needs of most learners. Students engage in a variety of activities and projects that enrich and extend their learning. Specialist classes, including art, robotics, and graphic design, enhance the curriculum. The UAE social studies curriculum develops students' appreciation and knowledge of the UAE's values, history, and culture.
- The school has highly-effective procedures to ensure that students and staff are safe. The comprehensive range of policies is reviewed, updated regularly, and understood by staff, parents, and students. Staff and students have positive relationships. Mutual respect, promoted by the school's code of conduct, is evident in all phases. The school's systems to ensure regular attendance and punctuality are effective.

### LEADERSHIP AND MANAGEMENT

- The principal and other leaders, display strong professional competence and a good understanding of best educational practice. A high priority is placed on collaboration, teamwork, and the promotion of a positive learning culture. The governing board meets with senior leaders, teachers, and parents to discuss their concerns, opinions, and suggestions for improvement. The school uses a wide range of methods, including digital platforms, to communicate effectively with parents. Access to library resources is limited.

### The best features of the school:

- The very good progress in English, mathematics, and science in the high school phase
- The excellent behavior and conduct of students in all phases
- The good assessment procedures
- The rich, varied, and interesting curriculum in High School
- The commitment to safety, care, and support of all students, including their wellbeing and healthy living

### Key Recommendations:

- In Arabic as an additional language, ensure teachers plan more creative and imaginative lessons with higher expectations and more effective use of assessment data.
- Ensure that the very good quality of teaching and learning seen in the high school phase, is matched by similar provision and outcomes in the other phases.
- Provide a wider range of subject options for students of all abilities to support their personal career pathways.
- Ensure that students in both the boys' and girls' sections, have access to a library with a diverse range of reading resources.

## Overall School Performance

# Good

### 1. Students' Achievement

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

## 2. 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	Very good	Outstanding ↑	Outstanding
Social responsibility and innovation skills	Very good	Very good	Outstanding	Outstanding

## 3. Teaching and assessment

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

## 4. Curriculum

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

## 5. 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	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			Good	

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

## Focus Areas

### National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets. [The following section focuses on the success of the school in meeting the National Agenda Parameter targets :](#)

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

	Whole school	Emirati cohort
<b>Progress in international assessments</b>	<b>meets expectations</b>	<b>is below expectations</b>

- The 2018 PISA results exceeded the targets set for mathematics, science, and reading with very good progress. In the 2019 TIMSS assessments, students in Grade 4 and Grade 8, exceeded the targets set in mathematics and science, with outstanding progress.
- Emirati students did not meet the expected PISA 2018 targets for mathematics, science and reading. They exceeded the TIMSS 2018 targets with very good progress in mathematics in Grade 4 and Grade 8.

	Whole school
<b>Leadership: data analysis and curricular adaptation</b>	<b>meets expectations</b>

- Leaders regularly analyze data and identify gaps in external and internal data and share the results with teachers. Reports on students' performance by standard, objective, and class assessments, are used for curriculum adaptations.

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

- Internal and standardized external reading assessments indicate that students' reading levels are acceptable. Students' research, critical thinking, and problem-solving skills are developing well across the school.
- Assessment data show that Emirati students' reading levels are in line with their fellow students.

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

#### For Development:

- Make more effective use of data to identify and close learning gaps for all students and specifically focus on strategies and interventions for Emirati students.
- Provide professional training for teachers on the most effective strategies to support the development of students' reading.



## Wellbeing

### **The quality of wellbeing provision and outcomes is at a high level:**

- The school’s vision strongly promotes wellbeing as a “caring and respectful environment dedicated to the wellbeing and happiness of all students”. This is reflected in the senior leaders’ promotion of wellbeing development who are held accountable by governors. The review of wellbeing is an item on the agenda of all senior leadership meetings and is embedded in the school improvement plan. Data collected from surveys of staff, students, parents, are analyzed and used to inform self-evaluation and guide provision across all grades. The learning environment is welcoming, safe, and supportive of wellbeing.
- The school reflects a warm, caring, and positive environment. School leaders and staff focus on building positive relationships with all students which ensure that students’ well-being is supported and monitored regularly. School leaders and governors are committed to the wellbeing of staff and provide access to suitable resources. Ongoing training is provided to enable staff to support students’ social and emotional development. Through the leaders’ open-door policy, and their willingness to listen, students and staff have access to confidential support. All staff members support initiatives to promote wellbeing in the school.
- Ongoing curriculum reviews by the wellbeing committee are focused on adapting the curriculum to target student wellbeing needs. Assemblies and extra-curricular activities provide further enhancement. A focus upon wellness-based lesson planning is increasing the number of curriculum connections made to wellbeing issues. At times, restricted space in classrooms limits student’s wellbeing development experiences. Students, have a secure understanding of the importance of living a healthy lifestyle. Students report feeling safe in the school, demonstrating positive attitudes across different grades.

## UAE social studies and Moral Education

- Social studies is taught in Grade 2 to Grade 10, and moral education in Grade 2 to Grade 12. Lessons are taught as separate subjects. The implementation of the UAE social studies and moral education curricula meets the Ministry of Education (MoE) requirements.
- The curriculum is well designed with appropriate adaptations as necessary. A consistency of approach in implementing the curriculum supports students’ good attainment and progress. Teaching, learning, and assessment practices are similar.

## Main Inspection Report

### 1. Students' Achievement

#### Islamic Education

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

- In the middle and high phases, internal data show higher attainment than that observed in lessons and in students' work. Students in the elementary phase, have a strong foundation in the Creed of Islam and memorization of required short Su'ras of the Holy Qur'an.
- In the high phase, students analyze the meaning and messages found in the Holy Qur'an verses. They discuss social and legal issues when applying Islamic teachings. Middle school students apply rulings of worship and understand the importance of the three Holy Mosques in Islam.
- Students in all phases use technology to enrich and enhance conceptual understanding of Islam. In addition, students benefit from a variety of enrichment initiatives and competitions organized to explore the relevance of Islam to everyday life.

#### For Development:

- The accuracy and use of assessment data to guide teaching, learning, and curriculum planning.

#### Arabic as a First Language

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

- Students' attainment and progress are consistent throughout all grade levels. The students' range of vocabulary is sufficient to allow them to reply to questions. However, their use of standard Arabic is variable, particularly in the middle and high phases.
- Students' guided writing skills are well developed. They can respond effectively to a wide variety of prompts. Opportunities for independent creative writing are improving, but not consistently so, in all grades.
- Students have strong reading and comprehension skills, because of newly implemented reading programs and the effective utilization of digital platforms. Teachers provide a variety of teaching and learning strategies to improve students' language skills in Arabic.

#### For Development:

- The level of challenge presented to students in oral discussions using modern standard Arabic.

### Arabic as an Additional Language

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

- Students' attainment is good in the elementary phase and broadly in line with expectations in the other phases. Internal assessment data show higher levels of attainment and do not reflect students' current levels accurately.
- Students' knowledge and understanding of familiar and extended texts is well developed. Their oral responses to texts in standard Arabic vary across all grades. This is because of the over-use of English in Arabic lessons.
- Students respond well to guided writing, but their ability to generate creative, independent writing is limited, particularly in the middle and high phases. The effective use of technology, and participation in a variety of activities, for example Arabic morning assemblies, are improving students' language skills.

#### For Development:

- Increase the opportunities for students to develop their speaking and independent writing skills, particularly, in the middle and high phases.

### English

	KG	Elementary	Middle	High
Attainment	Good	Good	Good	Good
Progress	Very good ↑	Good	Good	Very good

- Internal assessment data show higher attainment than that shown by external assessments. In the high phase, students following the AP English language course have a higher rate of progress. In KG, children's ability to speak, read, and comprehend show rapid improvement from their starting points.
- Reading literacy activities in the elementary and middle phases, promote students' comprehension. This is supported by learning technology and quizzes. In the high phase, the successful promotion of literary analysis is extending students' higher-order thinking skills.
- Students' use of learning technology is impacting positively on their levels of progress, notably during independent and collaborative learning activities. An emphasis on research, writing and innovative projects is also supporting students' progress in the high phase.

#### For Development:

- Improve levels of challenge in lessons to develop students' literacy levels as preparation for AP English language courses.
- Place greater emphasis on the development of critical-thinking skills, particularly in the elementary and middle phases.

## Mathematics

	KG	Elementary	Middle	High
Attainment	Good	Good	Good	Good
Progress	Very good	Good	Good	Very good ↑

- Purposeful teaching and the effective use of assessment data contribute to the very good progress made in KG and the high phase. Elementary students are secure in their skills of calculation, but their mental mathematics and problem-solving skills are less secure.
- In KG, children recognize that numbers represent quantity and can solve single-digit addition problems. In Grade 5, students can add and multiply decimals. By Grade 7, they are multiplying and dividing whole and mixed numbers. High school students successfully study college level calculus.
- Throughout all phases a strong emphasis is placed on key mathematical vocabulary. Students use precise terminology when explaining their solutions. The development of inquiry, research and reasoning skills is an ongoing focus in lessons.

### For Development:

- Provide more opportunities for students to apply their mathematical knowledge and understanding to everyday problems.

## Science

	KG	Elementary	Middle	High
Attainment	Good	Good	Good	Very good
Progress	Good	Good	Very good	Very good

- Middle and high phase students make very good progress in applying their scientific learning to identify, analyze, and evaluate problems in everyday contexts. Students are well-prepared for rigorous AP courses and challenged to assimilate new knowledge.
- Elementary students use first-hand experiences in virtual laboratories to develop their investigative skills. Opportunities to think like a scientist, and conduct real laboratory experiments, is helping to improve students' understanding of the scientific method.
- In the upper phases, academic and scientific vocabulary development is a consistent feature in lessons. In the lower phases, opportunities for students to read and write, using word specific terminology, are improving, along with their levels of comprehension.

### For Development:

- Broaden the range of opportunities for experiments that utilize the science laboratory and develop students' independent learning skills and understanding of experimental design.

## Learning Skills

	KG	Elementary	Middle	High
Learning skills	Very good	Good	Good	Very good

- Learning skills are developed and applied most effectively in KG and the high school phase. In these phases students are independent and responsible learners, take initiative and lead their own learning. In all grades, students use technology effectively to support learning.
- Across the school, students interact and collaborate purposefully to achieve their learning objectives. In the more effective lessons, teachers' questioning develops students' critical thinking and fosters real-world connections. In all lessons, most students collaborate well to complete assigned tasks.
- In KG, children work in small groups where they collaborate and share their understanding. In some subjects, students develop and use their learning skills to generate ideas, but they are not always aware of their individual strengths and weaknesses.

### For Development:

- In the lower phases, ensure teachers use questioning more skilfully to develop students' critical thinking skills.

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

	KG	Elementary	Middle	High
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- Students have a very strong sense of personal responsibility and show independence in their learning. They are resilient and self-disciplined. Their very positive attitudes to school and to others, results in excellent standards of behavior.
- Students are sensitive to the needs of others and consistently help one another. They enjoy working together and show care for others, both inside and outside lessons. Relationships are very respectful and highly considerate.
- Students demonstrate an exceptional understanding of safe and healthy living. They consistently make wise choices about their own health and safety. Students participate enthusiastically in sports activities and competitions that promote safe and healthy lifestyles.

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

- Students in the middle and high school phases have an excellent appreciation and understanding of Islamic values, such as, tolerance, charity, integrity, and honesty. They link these values to their own community and cite examples of applying these values in their lives.
- Students have a clear understanding and high appreciation of Emirati culture and heritage. They have an impressive understanding of how the country has developed and evolved. They participate in a variety of events celebrating Emirati culture.
- Students demonstrate a deep understanding of their own cultures. They experience other world cultures through international day celebrations and travel. Students in the high school phase have a stronger knowledge of world cultures than those in the lower phases.

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

- Students make valuable contributions to the life of the school and the community. Older students exhibit strong leadership skills by initiating and organizing school events and by volunteering in the local community. Visits to the Rashid Center have resulted in strong relationships with students of determination.
- Most students demonstrate a positive work ethic. They regularly apply their creative and entrepreneurial skills by initiating and leading several clubs and committees. These include the health and wellbeing committee.
- Students regularly promote sustainability, recycling, and conservation locally and globally. Environmental and mini-garden committees are well attended. Students are especially proud of their contributions to a project providing water from wells in Africa.

#### For Development:

- Expand opportunities for students to initiate international cultural events, especially in the lower phases.

### 3. Teaching and assessment

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

- In the high school phase, the most effective teaching is based on well-planned and challenging learning activities. In the lower phases, the quality of teaching is variable. In some lessons too much direction from teachers restricts opportunities for students to engage in independent and collaborative learning.
- Differentiated tasks to meet the needs of all students are often features in lessons. Student and teacher interactions are very positive and contribute to supportive learning environments. The implementation of cross-curricular links, and everyday applications of learning, are emerging features in lessons.
- Examples of particularly effective teaching are seen in science, where high expectations and high engagement lead to rapid progress. In all subjects, lesson plans are detailed with clear learning objectives. However, learning objectives are not always clear in Arabic as an additional language.

	KG	Elementary	Middle	High
Assessment	Good	Good ↑	Good	Good

- In the elementary phase, assessments have been linked more closely to the curriculum standards, and teachers' marking of students' work is more rigorous. All assessments are carefully designed to measure students' attainment in relation to specified learning outcomes.
- Teachers know their students' strengths and challenges and use student profile data to provide structured activities and checks on learning. In the more effective lessons, teachers make good use of self-and-peer assessment, digital platforms, and online quizzes to check students' understanding.
- The school has systematic procedures to compare internal assessments and external benchmark test results. These comparisons usually show that internal assessments are above the external results.

#### For Development:

- Improve the quality of teaching in the lower phases to match that in the high school phase.
- Enhance the accuracy of internal assessments and the gap between internal and external assessments.

## 4. Curriculum

	KG	Elementary	Middle	High
Curriculum design and implementation	Good	Good	Good	Very good ↑

- The curriculum is rational, balanced, and compliant. Students have opportunities to take AP and elective courses. Across all phases, detailed lesson plans link curriculum standards, measurable learning objectives, and assessments. Cross-curricular links are embedded in lessons and projects that extend students' knowledge, skills and understanding.
- The effective planning of the curriculum is supporting students' smooth transition between grades and phases. Students are well prepared for the next step in their educational journeys.
- Regular reviews are conducted to ensure that the curriculum meets the needs of most students, and the requirements of external tests and examinations.

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

- The needs of students are accommodated through learning activities that take account of the available assessment information. These activities usually provide an appropriate level of challenge. In the most effective lessons, account is taken of students' learning styles in organizing work.
- A variety of activities and projects enrich and extend students' learning. Specialist classes in art, robotics, and graphic design, as well as inter-disciplinary projects, enhance the curriculum. Students have an increasing range of opportunities to develop their talents and pursue their interests.
- Opportunities for enhancement, enterprise and innovation are embedded in the curriculum. Similarly, a cross-curricular emphasis, supports the development of students' knowledge and understanding of the UAE's history, culture, and society.
- Arabic is taught in KG for 300 minutes a week

### For Development:

- Expand the range of AP courses and options.



## 5. 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

- The school has highly effective procedures to ensure that students and staff are kept safe. The policies are reviewed and up-dated as necessary. These are understood by staff, parents, and students. Child safeguarding has a high priority. Warm and caring relationships among all stakeholders prevail.
- The premises, equipment, and resources are maintained to a high standard. The school meets all statutory requirements and conducts regular emergency evacuation drills. Transport arrangements are well organized, secure, and safe.
- Throughout the school, staff members promote healthy lifestyle choices that are embraced by the students. Medical staff conduct health education campaigns to raise students' awareness of healthy lifestyles. Building improvements recently undertaken include the provision of safer playground areas and improved water stations.

	KG	Elementary	Middle	High
Care and support	Good	Good	Good	Good

- Staff and students have positive relationships. Mutual respect reflects the school's code of conduct and is evident across all grades. Systems to ensure regular attendance and punctuality are given a high priority and communicated clearly to students and their parents.
- Procedures to identify and assess students of determination are rigorous and individual education plans (IEPs) are comprehensive. Systems to identify and support students who are gifted and talented, are less consistent.
- Students' wellbeing is supported by all staff. Effective career guidance and personal counselling, support students in their continuing education and career choices. Providing alternative pathways for students with additional learning needs, is not a feature in the school's improvement plan.

### For Development:

- Plan systematically for the provision of alternative curriculum pathways for students with additional learning needs.
- Develop appropriate procedures for the identification of, and support for, students who are gifted and talented.

## Inclusion of students of determination

### Provision and outcomes for students of determination

Good

- Leaders ensure that the school has an inclusive ethos. This is reflected in the school's admission policy. Students of determination are welcomed, resulting in a population with diverse learning needs in all phases.
- The school has thorough systems for the identification of students' needs and targets are outlined in comprehensive IEPs. These are aimed and focused on reducing barriers to learning.
- Parents are strong partners in planning their children's educational programs. Effective communication enables parents to provide valuable feedback, which establishes a shared vision and focus for student outcomes.
- Curriculum modifications are appropriate. Teachers work diligently to ensure that teaching matches the learning needs of all students. Personal support is purposeful and promotes the development of students' self-confidence and resilience.
- Students' progress is carefully monitored, and data reviewed to set appropriate targets. However, there are inconsistencies in teachers' knowledge of the most effective inclusive practices for students of determination.

### For Development:

- Improve the training for teachers focused on inclusive practices and on modifications to meet the needs of individual students.

## 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	Good

- Led by a committed principal, all leaders display strong professional competence and a good understanding of inclusive education. Priorities focus on collaboration, teamwork and on promoting a positive culture of wellbeing. Senior leaders have good knowledge of the curriculum and emerging best practices in teaching, learning, and assessment. Leaders demonstrate a full understanding of their own responsibility for realizing the school's vision.
- Information collected from a range of sources is analyzed to identify key priorities and interventions. Action planning in each subject has appropriate targets, timescales, and a strong focus on improving students' outcomes. In response to a recommendation from the previous inspection report, the school restructured its model of shared leadership and accountability. The impact of such change is yet to be reflected in better quality teaching and learning, in the lower phases.
- The school uses a wide range of effective methods, including digital platforms, to communicate with parents. Parents are welcomed into the school, and leaders and teachers act promptly upon any concerns. The views of parents inform new policies and recent surveys are used to develop an extensive range of wellbeing initiatives. Reporting on students' progress is regular and sufficiently detailed. Parents are very satisfied with the school's inclusion provision and support for students with additional learning needs.
- The governing board meets with senior leaders, teachers, and parents to discuss their concerns, opinions, and suggestions for improvement. In addition, the board meets with students to listen to their ideas and suggestions. School leaders are held to account for students' performance. The board actively promotes a wellbeing vision across the full school community. Increasing parental engagement through a parent partnership council, is a priority for the governing board.
- The premises and facilities are well maintained and include accessible learning and recreation areas. Leaders have carefully organized the timetabling of lessons and activities to ensure smooth movement throughout the school day. Staff are well qualified with relevant expertise in subjects. The library is under resourced and there is a shortage of manipulatives for teaching mathematics. High numbers of students in some classes limit opportunities for collaborative group work.

### For Development:

- Measure the impact of the implementation of improvement plans on students' outcomes.
- Improve the access of students in all grades to library resources to support the development of their literacy and research skills.

## What happens next?

The school has been asked to prepare and submit an action plan to DSIB within two months of receiving the inspection report. This should address:

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

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

Dubai Schools Inspection Bureau  
Knowledge and Human Development Authority

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