

GOOD



2019-2020

INSPECTION REPORT

US CURRICULUM

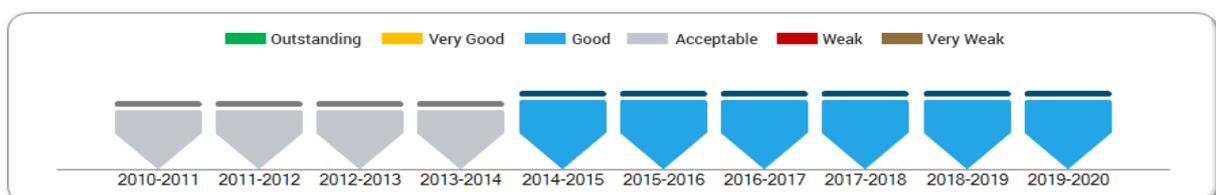
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School Information

General Information	Location	Al Garhoud
	Opening year of School	1979
	Website	www.almawakeb.sch.ae
	Telephone	97142851415
	Principal	Omar Hatoum
	Principal - Date appointed	8/1/2014
	Language of Instruction	English
	Inspection Dates	10 to 13 February 2020
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	2596
	Number of Emirati students	353
	Number of students of determination	95
	Largest nationality group of students	Arab
Teachers	Number of teachers	157
	Largest nationality group of teachers	Lebanese
	Number of teaching assistants	5
	Teacher-student ratio	1:18
	Number of guidance counsellors	1
	Teacher turnover	24%
Curriculum	Educational Permit/ License	US
	Main Curriculum	Massachusetts State
	External Tests and Examinations	Student Aptitude Test (SAT1), Advanced Placement (AP)
	Accreditation	New England Association of Schools and Colleges (NEASC)
	National Agenda Benchmark Tests	Measures of Academic of Progress (MAP)

School Journey for AL MAWAKEB SCHOOL - AL GARHOUD



Summary of Inspection Findings 2019-2020

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

Students' Outcomes

- Students in all phases show good attainment and progress in all subjects, and very good attainment and progress in English, mathematics and science in the high school phase. Students in the middle phase also attain very good levels in mathematics and make very good progress in Arabic. Learning skills throughout the school indicate active students who enjoy opportunities to learn, and who make connections across their learning.
- All students, but especially those in the upper grades, have positive attitudes to learning. They show initiative when investigating new ideas or projects. They hold the heritage of the UAE in high esteem, show respect for and understanding of Islamic values, and easily relate their learning to life outside school. Students have a generally broad understanding of other cultures, but not always in depth.

Provision for learners

- Teachers plan lessons well. What they are teaching aligns well with curriculum standards. Increasingly, they challenge students to attain higher performance. Relationships between students and teachers are positive. Teachers use directed questions skillfully to help students to extend their thinking. Teaching strategies are still developing to meet the needs of all groups of students, including learners of English as a second language.
- Teachers have focused on improving students' assessment results, through a systematic approach. The changes to teaching have been effective in improving external test results and students' confidence. Teachers' use of assessment in class to identify the needs of individual students is developing, as is the use of assessment information to adapt lessons for different groups.
- Last year's change to the Massachusetts curriculum is now fully embedded. Teachers have a better understanding of how to teach each subject using an approach based on meeting assessment standards. National priorities, such as innovation or reading across the curriculum, are beginning to be more evident in classes, as is the continuing focus on critical thinking and problem-solving.

Leadership and management

- The committed leadership team is working to align teaching with curriculum standards, to strengthen reading literacy, and to analyze and use the results of assessments to identify and address gaps in learning. This combined approach is evident in planning, in professional development, and in the monitoring of teachers. The school is well run. Increasing numbers of students use information technology (IT) to assist them in their studies.

The best features of the school:

- Very good attainment and progress in three key subjects in the high school phase
- Improved learning skills in the upper grades
- Students' personal and social development, particularly in the senior grades
- Provision for health and safety throughout the school
- Improved progress towards achieving the National Agenda imperatives

Key recommendations:

- Improve attainment in the elementary phase.
- Consolidate and accelerate the gains reflected in external assessments in English, mathematics, and science in the middle phase.
- Develop and enrich learning in Kindergarten (KG) through greater focus on play-based learning, and frequent opportunities for choice.
- Improve the quality of teaching in all subjects.
- Create appropriate systems of feedback on students' written work and include advice on how they can improve their learning.

Overall School Performance

Good

1. Students' Achievement

		KG	Elementary	Middle	High
 Islamic Education	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Good	Good	Good
 Arabic as a First Language	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Good	Very good	Good
 Arabic as an Additional Language	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Good	Good	Good
 English	Attainment	Good	Good	Good	Very good
	Progress	Good	Good	Good	Very good
 Mathematics	Attainment	Good	Good	Very good	Very good
	Progress	Good	Good	Very good	Very good
 Science	Attainment	Good	Good	Good	Very good ↑
	Progress	Good	Good	Good	Very good
 UAE Social Studies	Attainment	Good			

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

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

	KG	Elementary	Middle	High
Personal development	Very good	Very good	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	Good
Curriculum adaptation	Good	Good	Good	Good

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

	KG	Elementary	Middle	High
Health and safety, including arrangements for child protection / safeguarding	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	Good
Governance	Good
Management, staffing, facilities and resources	Good

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

National Priorities

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter (NAP), which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets.

The following section focuses on the success of the school in meeting the National Agenda Parameter targets.

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

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

- The Trends in Mathematics and Science Study (TIMSS) 2015 international assessment data indicate that the school exceeded targets in mathematics and science. The Programme for International Student Assessment (PISA) 2015 data also indicate improvement, with mathematics the weakest area. The Measures of Academic Progress (MAP) scores between the two assessment cycles show very good progression in mathematics and science, and good progression in English. In the Programme for International Reading and Literacy Survey (PIRLS) 2016, the school reached the international benchmark level. Comparisons between NAP outcomes and Cognitive Ability Tests (CAT 4) of measured potential demonstrate that, on average, students attain better than anticipated.

Impact of leadership is above expectations.

- School leaders strongly support the vision and goals of the National Agenda. Action planning is very detailed, specifying processes for monitoring and measuring students' outcomes. Targeted modifications have aligned curricula to the requirements of external assessments over the last year.

Impact on learning meets expectations.

- Students' research skills are developing. They are beginning to distinguish between relevant and irrelevant information. Application of the scientific method to support investigations is not a regular feature in science lessons. Students apply critical thinking to support their learning, but their use does not yet include flexibility, open-mindedness or inquisitiveness.

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

For development:

- Continue to track students' progress in internal and external testing against their measured potential, identify key areas of strength and weakness, and students' preferred learning styles.
- Monitor rigorously the effectiveness of differentiation in classrooms to ensure greater consistency in meeting the learning needs of all students.
- Ensure that there is a common understanding of what constitutes critical thinking, and integrate it into lesson planning and teaching.

Moral Education

- Teachers who teach moral education lessons each week know their students very well. They challenge and support students effectively. They make frequent connections to students' personal experiences and prior learning. Students report that lessons impact positively on their lives.
- Assessments are currently based on observations of students' participation, behavior and presentation skills. Teachers inform parents of these outcomes, but moral education is not included in formal reports.
- The moral education curriculum from Grades 1 to 12 fully addresses all key concepts and engages students effectively. It is well planned to ensure progression of skills. Students use higher-order thinking skills when discussing and debating topics.

The school's implementation of the moral education program is meeting expectations.

For development:

- Ensure that appropriate assessments are developed to enable students' attainment and progress to be measured and reported to parents.

Reading Across the Curriculum

- The school monitors the development of students' reading ability through varied reading assessments. In the upper elementary phase and high school phase, most students' reading is not well enough developed for their grade.
- The literacy coordinator and leaders are working with all teachers to strengthen their teaching of reading and to address reading literacy across the curriculum.
- Teachers motivate students to become life-long readers through activities such as 'Creating a Book Zone', 'Book Lounging', use of the improved library and the teaching of subject-specific vocabulary.
- Leaders are fully committed to the development of reading, both formally and informally. They attribute gains in external tests to improved reading literacy.

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

For development:

- Enable teachers to become teachers of reading beyond simple vocabulary development in their own subjects.
- Develop students' reading skills in Arabic.

Innovation

- Students' research skills, including critical thinking and use of IT, are developing. These skills are strongest in mathematics and science.
- Students participate in activities such as Expo 2020, Saruq Al Hadid, 'The Way of Iron' heritage site, and science, technology, engineering, art and mathematics (STEAM) events, which develop their growing innovation skills.
- Teachers provide opportunities for students to engage in innovative thinking, but do not consistently embed them in lessons, or modify them to meet the needs and abilities of all students.
- The linking of learning to real-world contexts enhances students' learning. Students in the middle phase engage in problem-solving, and research, develop and defend proposals to investigate sustainability in Dubai.
- Leaders encourage students to be innovative. Teachers support students to develop their ideas and provide connections and links to help to bring these ideas to fruition.

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

For development:

- Support a culture of innovation, and prompt students' imaginative thinking and entrepreneurship.

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- Internal assessment information indicates that in the elementary and high school phases, attainment levels are well above curriculum standards. However, in lessons and in work, students attain levels that are only above curriculum standards.
- Students in the elementary phase demonstrate an understanding of Islamic values and aspects of Seerah. Those in the middle and high school phases can extract the main ideas in verses from the Holy Qur'an and Hadeeth. They lack the ability to present thorough conclusions and strong arguments.
- Enhancements to the curriculum include extra recitation lessons for Grades 1 to 3. These lessons develop students' skills effectively in recitation of the Holy Qur'an, using proper Tajweed rules.

For development:

- Provide opportunities for students to develop their skills in presenting work based on evidence from the Holy Qur'an and Seerah.

Arabic as a First Language

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

- Students have strong listening and reading skills, and the ability to analyze different types of literary text. Progress is strongest in the middle phase, where students demonstrate secure communication skills and use grammar appropriately in their writing.
- Students in the elementary phase analyze elements of stories. They understand explicit and implicit meanings of texts. Those in the middle and high school phases demonstrate stronger ability in listening and reading comprehension, especially when extracting, inferring, and answering questions. Independent creative writing is insecure.
- Online applications, and IT to develop reading skills, enable students to reflect on their progress and take effective action to improve. However, tracking and monitoring do not yet ensure a strong impact.

For development:

- Plan lessons to meet the needs of the different abilities, particularly in the development of independent creative writing.

Arabic as an Additional Language

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

- Most students understand short passages and narrative texts on familiar topics, such as sports. Students in the high school phase engage in simple communicative tasks. They can hold conversations about their daily routines. Structured writing is stronger than creative writing.
- Students in the elementary phase share personal information in writing, but the minority encounter difficulty in writing connected prose. In the middle and high schools phases, the majority of students understand narrative and descriptive texts of more than one paragraph. They can write simple, clear sentences.
- The policy of withdrawing beginners from main classes contributes to their grasp of the basic linguistic skills of copying letters and using simple sentences. However, this policy does not yet ensure accelerated progress.

For development:

- Use a range of activities to ensure the development of basic linguistic skills.

English

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

- Students in all phases have well-developed English skills. They routinely engage in discussion and record their ideas in writing. Increased emphasis on conversation in the high school phase helps students to use sophisticated language to express complex ideas.
- In the lower elementary phase and middle phase, students' reading fluency and comprehension are good. They enrich their reading through close textual analysis, particularly in the high school phase.
- Careful use of information from assessments enables students to build their competence in English. Students have few opportunities for the creative use of language, especially in KG, where imaginative play experiences are lacking.

For development:

- Increase students' creativity in the use of language.

Mathematics

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

- Students' experience of mathematics through real-world contexts results in very good achievement in the middle and high school phases. Good outcomes in KG and the elementary phase reflect early development of skills. Advanced Placement (AP) results at Grade 12 continue to be outstanding. External international results are strong and improved.
- Children in KG apply basic number skills to everyday life. Those in the elementary phase enjoy manipulating fractions. In the middle phase, students are improving in more complex topics in geometry and statistics, while those in the high school phase show strength in geometry, algebra and calculus.
- Students use mathematical language confidently in explaining their work, reflecting the strong emphasis on key vocabulary. Enquiry, research, problem-solving and reasoning skills are developing well, but critical thinking is not yet integrated into mathematics at all phases.

For development:

- Ensure that critical thinking, enquiry, problem-solving and research skills are fully embedded in students' mathematical development.
- Develop the KG and elementary phase mathematics program, emphasizing number and mental mathematics.

Science

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

- Students' improved levels of knowledge and understanding are evident in the very good progress and attainment made in the high school phase. Students research independently, justify a hypothesis, and demonstrate responsibility for learning. These aspects are developing in the elementary and middle phases.
- Students' understanding of the scientific method and processes varies. In KG and the elementary phase, learning which is directed by teachers limits students' opportunities to explore and investigate, to develop a hypothesis, and to collect data on their own.
- Most teachers are confident in their subject. They demonstrate sound approaches in their teaching. In the better lessons, teachers convey complex concepts and ideas in ways that students can understand.

For development:

- Provide opportunities for all students to engage in open-ended activities.

UAE Social Studies

All phases

Attainment

Good

- Older students show a breadth of knowledge in social studies, and apply it in different contexts, particularly in Grades 9 and 10. However, students in other phases have only a narrow understanding of a few of the social studies topics.
- Students in the high school phase can discuss the economic impact of globalization in the UAE. They show initiative in innovative projects such as one linked to archaeology. For students in other phases, the essential knowledge related to geography, national education and history is underdeveloped.
- The priority given to social studies, making links with students' existing knowledge of the UAE and their project work outside class, has been beneficial. The limited content in the classes taught in Arabic has restricted learning for those students.

For development:

- Ensure that the content and coverage in classes taught in Arabic and classes taught in English are aligned for each grade throughout the school.

Learning Skills

KG

Elementary

Middle

High

Learning skills

Good

Good

Good

Very good ↑

- Students take increased responsibility for their own learning. Older students are more independent and are able to evaluate their strengths and weaknesses accurately. They make sustained efforts to improve.
- Students are engaged in research, work independently and often lead the class. They are encouraged to analyze, to extract information, and to reach conclusions. Critical thinking is developing inconsistently, but is strongest in mathematics and science.
- Students' use of technology to support learning is strongest in the high school phase. However, students' innovation and enterprise are yet to be embedded in all curriculum areas, and are not an intrinsic feature of learning.

For development:

- Increase the use of IT to enhance learning in the elementary phase.
- Provide opportunities for innovation and enterprise so that they become an integrated feature of learning.

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

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

- Students have a positive attitude to school. They are willing to share ideas with their teachers and with one another. They have the ability to express disagreement respectfully and politely during class discussions.
- Students' behavior is exemplary. However, in some classrooms students cannot move easily to engage in collaborative group work. In KG, lack of independent learning opportunities hinders the development of positive relationships.
- Punctuality is an issue in the morning. Many students arrive late to school.

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

- Students show a clear understanding of Islamic values such as kindness and tolerance. They apply these values in the school, where they feel that they are part of an extended family. Students participate in celebrations of key Islamic and UAE national events.
- Students show a very good knowledge and appreciation of UAE culture and heritage. They believe that the UAE is a safe, secure country. They commend the UAE for appreciating talents and for providing job opportunities based on qualifications.
- Students are aware of their own culture and talk about it with pride. They recognize the differences in other cultures in terms of tradition, costumes and food. Those in the middle and high school phases show a deeper understanding of world cultures.

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

- Students understand their responsibility to the school. They take on leadership roles willingly in a number of activities, such as students' council, after-school clubs and the 'Model United Nations'.
- Students have a good work ethic. They are keen to complete tasks on their own. Children in KG are happy to work for extended periods. Students demonstrate creativity in the STEAM events, the archaeological project, and in the Al Mawakeb market.
- Students reflect very good awareness of the opportunities that Expo 2020 will bring to the UAE in terms of sustainability and addressing environmental issues. Students appreciate the importance of recycling, and effectively apply it in school.

For development:

- Devise and implement a robust punctuality policy.
- Provide more age-appropriate activities for children in KG to enable them to have responsible roles outside the classroom and within the community.

3. Teaching and assessment

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

- Teaching strategies which are interesting and engaging, and which support effective independent learning, are most consistently evident in the high school phase. In this phase, IT is used most often and most competently to encourage research and to promote higher-order thinking.
- In all phases and subjects, teachers' subject knowledge is strong. However, there is variation in the quality of their teaching methods and questioning skills. There is inconsistency in planning for and meeting the needs of individual students.
- Learning outcomes are aligned appropriately to curriculum standards in lesson planning. The plans provide clear detail for students, and enable them to become active participants in their own learning.

	KG	Elementary	Middle	High
Assessment	Good	Good	Good	Good

- Continuous review and development have improved assessment processes and procedures, and have created greater consistency in assessment practice in all subjects and phases. Assessment in KG is less developed. Teachers do not collect enough information about the children to underpin improvement.
- The tracking of individuals and cohorts is extensive. Target setting encourages students to take greater responsibility for their own learning. Information from assessments identifies students' strengths and weaknesses, and facilitates targeted interventions to meet needs.
- Teachers use assessment and cognitive information effectively in lesson planning. However, lessons are not modified sufficiently to meet the learning needs of all students. Oral feedback is strong, but written feedback is very inconsistent and rarely provides next steps to improvement.

For development:

- Improve teachers' competence in the effective use of IT, the promotion of higher-order thinking and questioning skills, and approaches to differentiation.
- Train and support teachers to use assessment data more effectively to provide tasks that meet the learning needs of all students.
- Improve assessment in KG.

4. Curriculum

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

- The school’s broad and balanced curriculum is aligned fully with the Massachusetts and Next Generation Science Standards (NGSS), and meets the Ministry of Education (MoE) statutory requirements. The work to transfer understanding of the standards-based curriculum to teaching in class is developing well.
- Cross-curricular links are strong, particularly with the introduction of the interdisciplinary project between English, mathematics and science, as well as links between Islamic education and science.
- The curriculum offers a range of elective offerings and AP courses that give students choice and access to rigorous coursework. Teachers are not well enough trained for AP courses and AP certification.

	KG	Elementary	Middle	High
Curriculum adaptation	Good	Good	Good	Good

- The curriculum has strong links with the UAE culture and heritage, and often relates to real-world issues. Displays of students’ work indicate how the UAE and Emirati cultures are a priority for the school.
- The curriculum is differentiated for students of determination. Lesson plans often show planning for different groups of students. However, differentiation is not always evident in teaching. Challenge for high achievers and for those with gifts and talents is inconsistent.
- The curriculum offers a range of opportunities and activities to foster innovation and creativity. They are enhancing students’ academic and personal development.

For development:

- Ensure that high school phase courses meet the US diploma requirements in terms of instructional hours for each credit or half-credit course.
- Develop and implement consistent approaches to differentiation across the school.

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 rigorous procedures and detailed, annually-reviewed policies in place for safeguarding and child protection. Staff know what to do if they have any concerns about students' welfare. As a result, students feel very safe in school.
- Medical staff provide excellent care and frequent health checks. The promotion of healthy lifestyles is incorporated very successfully into the life of the school. However, occasionally, visitors to the school are not adequately checked or supervised.
- The school has provided healthier canteen food, has laid soft surfaces outdoors in KG and has automated attendance records. Leaders swiftly acted upon a minor safety issue identified during the inspection .

	KG	Elementary	Middle	High
Care and support	Good	Good	Good	Good

- Respectful and courteous relationships between students and staff result from positive behavior management. Systems for managing attendance have a very positive outcome. However, lack of punctuality continues to be a concern.
- Led by the inclusion champion and the inclusion coordinator, the identification of students of determination results in relevant support through individualized planning. Students with gifts and talents are not challenged enough, and do not have appropriate enrichment activities in class.
- Leaders address students' personal concerns, needs and well-being in the absence of a qualified counsellor. The guidance counsellor provides relevant advice on subject and career choices. Students are not consulted enough about the provision of additional subjects.

For development:

- Explore alternative educational pathways for students of determination as they prepare to progress to the next level of education.
- Expand the support team to include a qualified counsellor and a full-time inclusion champion.

Inclusion of students of determination

Provision and outcomes for students of determination

Good

- The school continues to revise and develop its systems to ensure that provision for students is consistent. The inclusion champion and inclusion coordinator direct an appropriate system of individualized support, which is provided through the collaboration of class, subject, and specialist teachers.
- The inclusion department uses an extensive range of formal and informal assessment to decide the most relevant learning and teaching support provision for students. The school also uses specialist centers, as appropriate.
- Parents are very appreciative of the support that they receive from the school. They are well-informed about their children's progress. They feel very welcome in the school, and consider that teachers prioritize their children's learning needs.
- Curriculum modification is evident in most teachers' lesson plans. Some modify the curriculum skillfully, and students take part fully in the learning. As a result, students are more confident and competent as their learning is both relevant and meaningful.
- Students of determination are making progress as they acquire a range of knowledge, skills and understanding in their personal development as well as in their academic development. Some make appropriate enquiries about the next stage in their education.

For development:

- Explore appropriate educational pathways available to students of determination as they prepare to transfer to the next phase of their education.

6. Leadership and management

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

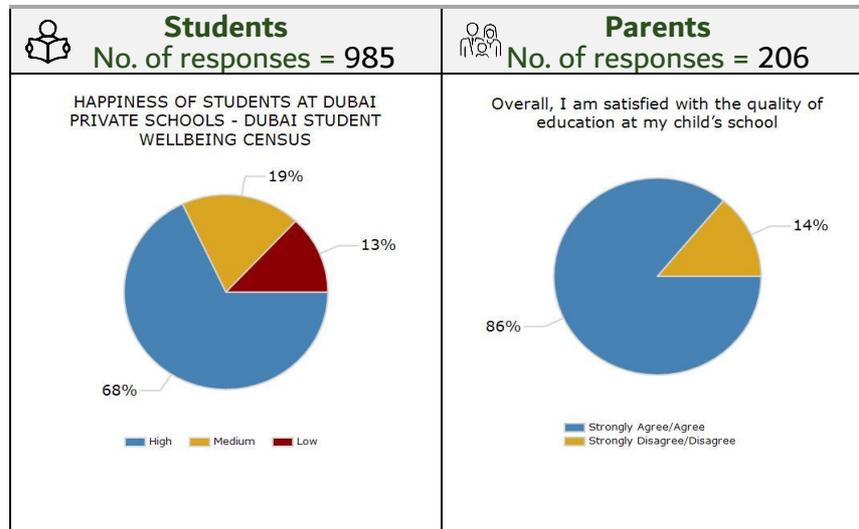
- Leaders show commitment. They take appropriate actions to improve attainment, including the embedding of curriculum standards more fully in English, mathematics, and science, and focusing on literacy. School teams have focus areas, and carry out their responsibilities with initiative. Staff morale is positive. The capacity to improve is developing as potential barriers to learning are identified and addressed. Teachers' development is ongoing. Leaders recognize their accountability for students' performance and their responsibility for them to reach a high standard of achievement.
- School self-evaluation includes all departments, giving a balanced appraisal of the school's strengths. The impact of changes on students' achievement, and on specific groups of students, has not received enough focus. There are improvements to the monitoring and evaluation of teaching and learning, and to improving students' performance. The efforts to use information from assessments to increase students' achievement, along with the focus on developing literacy, are having positive effects on external assessment results in some grades.
- Parents express strong support for the school. They feel that leaders listen to their views. However, they have little direct involvement in shaping the school's priorities. There is regular communication with the school. Parents share with teachers responsibility for their children's learning. The school benefits from strong links that exist with the local community, including internship opportunities and local university agreements.
- The governing board meets regularly, and through informal means receives input from the school community. Its representative meets school leaders to discuss the school's performance and students' achievements. Senior leaders are accountable for the quality of students' learning and their social and personal development. The governing board stays abreast of any educational developments which may benefit the school. Governors exert a positive influence as they support the school's leaders as much as they can and provide for the learning needs of students.
- The school is managed efficiently. Professional development is well-planned, and involves all teachers. There are a few specialized staff. Existing facilities are used well to enhance learning. The installation of school-wide wifi is a significant step to advance learning and to give access to technology for teaching. Other learning resources are available, particularly in the elementary phase. They are not used as regularly and effectively as needed for the Massachusetts curriculum.

For development:

- Ensure that all leaders demonstrate a thorough knowledge of curriculum standards and related best practices in teaching and learning.
- Focus particularly on KG and the elementary phase, bringing children and students more in line with appropriate expectations .

Views of parents and students

Before the inspection, the views of the parents and senior secondary students were surveyed. Key messages from each group were considered during the inspection. They helped to form inspection judgements.



 Students	<ul style="list-style-type: none"> Most students have a very positive sense of well-being and optimism, although roughly one third experience worries at times. Most feel connected to adults at the school, and to friends, and feel a sense of belonging. Most feel positively about their academic pursuits. Students value their friendships highly.
 Parents	<ul style="list-style-type: none"> Most parents are satisfied with the school, with the teachers and with their children's learning. Some question whether or not the school offers good value for money. Almost one fifth state that parents' views are not heard as well as they would like them to be. While parents have virtually no concerns for safety or inclusion, a significant minority feel that they do not have enough access to appropriate information. Nearly three quarters of parents say that they are not involved in school activities more than once or twice a year.

What happens next?

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

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

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

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

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