

**THE ARBOR SCHOOL**

UK CURRICULUM

**INSPECTION REPORT  
2021-2022**

**GOOD**




























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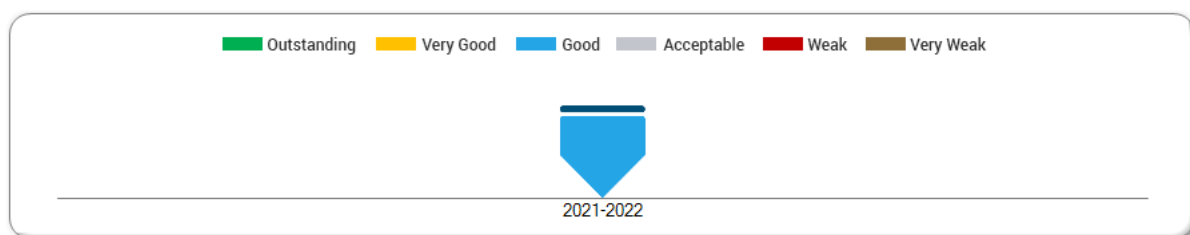
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## School Information

General Information	 Location	Al Furjan, Dubai
	 Opening year of School	2018
	 Website	www.thearborschool.ae
	 Telephone	97145814100
	 Principal	Brett Steven Girven
	 Principal - Date appointed	5/1/2019
	 Language of Instruction	English and Arabic
	 Inspection Dates	7 to 10 March 2022
Students	 Gender of students	Boys and girls
	 Age range	3-13 years
	 Grades or year groups	FS1 - Year 9
	 Number of students on roll	851
	 Number of Emirati students	10
	 Number of students of determination	68
	 Largest nationality group of students	UK
Teachers	 Number of teachers	71
	 Largest nationality group of teachers	UK
	 Number of teaching assistants	69
	 Teacher-student ratio	1:12
	 Number of guidance counsellors	1
	 Teacher turnover	15%
Curriculum	 Educational Permit/ License	UK
	 Main Curriculum	UK
	 External Tests and Examinations	GL
	 Accreditation	BSO

### School Journey for THE ARBOR SCHOOL



## Summary of Inspection Findings 2021-2022

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

### Students Outcomes

- In the Foundation Stage (FS), the range and quality of children's learning skills, particularly in phonics, is supporting very good achievement in English and science. Progress in Islamic education and Arabic as a first and as an additional language are only acceptable. The achievement of secondary students in the core subjects is inconsistent, especially in lessons where critical thinking and inquiry skills are underdeveloped.
- Students' personal development and attitudes to learning are very good. A deep understanding of their own social and environmental responsibilities is anchored by a knowledge of global environmental justice and sustainability. Influenced by Ecological Literacy (eco-literacy), students make informed choices about the food they eat and its origin. Students have a developing understanding of Islamic values but are less secure in their knowledge of world cultures.

### Provision for learners

- Most teachers have strong pedagogical skills and secure subject knowledge. Lessons are planned with a range of objectives and success criteria that match curriculum requirements. The strongest most consistent teaching is in the FS. Teachers in FS use children's assessment information rigorously when planning challenging lessons, which enhance children's progress. Where teaching was strong, appropriate challenge and support were regular features. However, some inconsistent teaching was in place where this was not the case. Teachers' use of data and assessment information, whilst a contributor to improvement in some areas remains inconsistent in both phases..
- The National Curriculum for England (NCFE) provides continuity and progression. The eco-literacy curriculum, particularly in FS and primary phases, is imaginative and diverse. Links are particularly strong in the primary phase where ecological themes permeate almost all subjects, such as Arabic, science, art, humanities, and English. Curriculum adaptation is particularly effective in FS for the many children who enter as English as additional language (EAL) learners. The curriculum is well adapted to meet the needs of students of determination through interventions and well-written Individual Education plans (IEP's.))
- The school has very effective policies and procedures to keep students safe and well protected. The school's promotion of healthy lifestyles is infused into the eco-literacy project with wellbeing very successfully promoted through a programme called "Good Life Goals". This is an inclusive school with specialist staff whose professional expertise accurately identifies students of determination. Greater support is being planned for those with gifts and talents.

### Leadership and management

- Senior leaders, led by the principal, foster a positive, caring and compassionate environment for all. Their vision is to create innovative and capable middle leaders and teachers, who have strong ethical values, underpinned by a deep sense of global environmental justice and sustainability. The school's compelling motto is "Enough for all, forever". Levels of leadership accountability require greater focus to ensure higher quality teaching and learning outcomes for all students. Governors provide an exceptionally bio-diverse school environment and very generous resources to support their vision of a holistic, innovative and sustainable model of education.

### The Best Features of The School:

- The very positive attitudes, responsible behaviours and commitment to healthy and sustainable living shown by students across all phases.
- The very high quality of provision in FS where teachers support young children's learning through well organised, hands-on tasks.
- The stimulating, creative and sustainable eco-friendly learning resources and environment which ensures such positive levels of wellbeing among students and teachers.
- The dedication, commitment and support of parents and their belief in the school's mission and vision to promote sustainable living through formal education.
- The inclusive nature of the school, and the commitment of owners and governors to best practice to meet the needs of a wide range of students.







### Key Recommendations:

- Ensure that teachers and leaders of Islamic education and Arabic languages improve student achievement by using assessment data more effectively to plan challenging and stimulating lessons and ensure subject leaders systematically monitoring classroom teaching standards.
- Ensure the quality of teaching and learning is consistent across all phases through more focused accountability and self-evaluation processes, and that leaders and teachers clearly understand the very good and better benchmarks found in the UAE School Inspection Framework.
- Ensure that senior leaders more regularly monitor the implementation and delivery of the bespoke ecoliteracy curriculum and focus on its alignment with the NCFE, to meet the needs of every student.

## Overall, School Performance

**Good**

### 1. Students' Achievement

		Foundation Stage	Primary	Secondary
 <p>Islamic Education</p>	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable
 <p>Arabic as a First Language</p>	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable
 <p>Arabic as an Additional Language</p>	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable
 <p>English</p>	Attainment	Good	Good	Good
	Progress	Very good	Good	Good
 <p>Mathematics</p>	Attainment	Good	Acceptable	Acceptable
	Progress	Good	Good	Acceptable
 <p>Science</p>	Attainment	Good	Good	Acceptable
	Progress	Very good	Good	Good

		Foundation Stage	Primary	Secondary
<b>Learning skills</b>		Very good	Good	Good

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

	Foundation Stage	Primary	Secondary
Personal development	Very good	Very good	Very good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good
Social responsibility and innovation skills	Very good	Very good	Very good

## 3. Teaching and assessment

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Very good	Good	Good
Assessment	Very good	Good	Good

## 4. Curriculum

	Foundation Stage	Primary	Secondary
Curriculum design and implementation	Very good	Very good	Good
Curriculum adaptation	Very good	Very good	Good

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

	Foundation Stage	Primary	Secondary
Health and safety, including arrangements for child protection/ safeguarding	Very good	Very good	Very good
Care and support	Very good	Very good	Very good

## 6. Leadership and management

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

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

## Main Inspection Report

### 1. Students' Achievement

#### Islamic Education

	Foundation Stage	Primary	Secondary
Attainment	Not applicable	Acceptable	Acceptable
Progress	Not applicable	Acceptable	Acceptable

- In lessons, most students demonstrate knowledge, understanding and skills in line with the Ministry of Education (MoE) curriculum expectations. Internal data indicate acceptable attainment in the secondary phase and weak attainment in the primary phase.
- In both phases, students understand the key messages in verses from The Holy Qur'an. Students have secure knowledge of Islamic faith and key Islamic beliefs and manners. Their knowledge of Seerah and their Holy Qur'an memorisation and recitation skills are less secure.
- The school is encouraging students to demonstrate their learning through presentations and recordings. The scope and impact of developing these skills is yet to be rigorously measured.

#### For Development:

- Improve, in all phases, students' Holy Qur'an memorisation skills and their knowledge of Seerah.

#### Arabic as a First Language

	Foundation Stage	Primary	Secondary
Attainment	Not applicable	Acceptable	Acceptable
Progress	Not applicable	Acceptable	Acceptable

- In lessons, most students demonstrate knowledge, understanding and skills in line with MoE Arabic first language curriculum expectations. Internal attainment data show achievement levels in line with curriculum expectations in the secondary phase, but below curriculum expectations in the primary phase.
- Students in both phases can read level-appropriate texts with varying degrees of comprehension and interpretation. Students can record answers and write simple sentences, but their ability to write and speak when challenged with more difficult work is variable.
- Along with the recent hiring of three teaching assistants, the school has supplemented its provision by adding a number of reading resources. The integration and use of these resources is yet to have consistent impact on enhancing and deepening learning.

#### For Development:

- Improve students' extended writing and speaking skills.
- Integrate newly acquired resources to enhance opportunities for the development of deeper learning.



## Arabic as an Additional Language

	Foundation Stage	Primary	Secondary
Attainment	Not applicable	Acceptable	Acceptable
Progress	Not applicable	Acceptable	Acceptable

- Students' attainment is in line with the MoE's minimum curriculum expectations, appropriate for the years of study of Arabic, as reflected both by internal data and observations in lessons.
- Students know basic common Arabic vocabulary from a range of different topics. They can use this information to produce short sentences. Students' communication skills in both phases are underdeveloped.
- Provision in the school is focused on learning thematic vocabulary, but this approach has not enabled meaningful development of communication skills in Arabic writing and speaking.

### For Development:

- Increase teacher expectations for each student to raise attainment in line with their years of study of Arabic.
- Plan progression in communication skills, particularly writing and speaking, to reflect curriculum standards.

## English

	Foundation Stage	Primary	Secondary
Attainment	Good	Good	Good
Progress	Very good	Good	Good

- Students' external English test attainment is consistently improving. Most FS children start as non-native English speakers and make very good progress. They rapidly learn to recognise letter sounds and read simple words and sentences. Primary students develop an increasingly confident understanding and appreciation of the language.
- Most students are articulate, communicate confidently, discuss their work and justify opinions. Reading standards improve consistently through the school. By Year 9, a majority of students use information for a range of different purposes. Older students appreciate a rich variety of literature, including Shakespeare and modern texts.
- Throughout the school, students' writing develops well. Most primary EAL students systematically improve their vocabulary and write descriptively, if not accurately. A minority of high-ability younger primary students can still achieve more. Older primary students become increasingly confident readers, although independent reading of a wide range of literature is still developing.
- From their low starting points, Emirati students make expected levels of progress. Emirati FS children make better progress than primary phase students.

### For Development:

- Ensure younger primary students of high ability are challenged to reach their potential.
- Ensure all students check the legibility, accuracy, and fluency of their written work.
- Develop and implement strategies that encourage older primary students to read a broader range of literature.

## Mathematics

	Foundation Stage	Primary	Secondary
Attainment	Good	Acceptable	Acceptable
Progress	Good	Good	Acceptable

- Internal and external mathematics assessment data indicate that levels of attainment and progress are variable across year groups throughout the school. The majority of FS children achieve above age-appropriate expectations. Students' progress from their different starting points is strongest in FS and the primary phase.
- In FS2, children count to 20 and use one-to-one correspondence appropriately. They are beginning to add and subtract accurately. Primary and secondary students develop adequate basic numeracy and geometry skills. Students, especially the more able, do not consistently apply their skills to solve complex problems related to real-life situations.
- In the primary phase, the school has introduced a new mathematics scheme, including more consistent calculation strategies and a focus on mental calculation skills. The full impact of these changes is not yet evident.
- Levels of attainment for the majority of the very small numbers of Emirati students are below curriculum expectations. They make similar progress to their peers from their individual starting points.

### For Development:

- Improve students' calculation skills.
- Empower students to solve more complex problem-solving skills, related to real-life situations.

## Science

	Foundation Stage	Primary	Secondary
Attainment	Good	Good	Acceptable
Progress	Very good	Good	Good

- FS children make rapid progress in their understanding of concepts and the development of early investigative skills. They make progress throughout the primary phase, particularly in concept development and the acquisition of scientific vocabulary. Progress in the secondary phase is strongest in the life sciences.
- In the better lessons, students benefit from opportunities to develop and deepen their understanding of concepts through the application of prior learning. The development of their scientific investigative and critical thinking skills is not consistently planned for or prioritised by teachers.
- The school's development of eco-literacy as a central curriculum feature, combined with effective scientific vocabulary acquisition strategies, have significantly enhanced students' understanding of scientific concepts. Strategies to deepening learning or promote investigative skills are inconsistently used. Learning is too dependent on teachers' subject and pedagogical knowledge.
- Emirati students' levels of attainment and progress are mostly in line with curriculum standards, with a few students above.

### For Development:

- Ensure, through effective subject leadership at both primary and secondary levels, so that:
  - teaching consistently provides all students with opportunities to deepen their learning and develop their investigative skills; and

- the curriculum is mapped, and resourcing (including staffing) is made available, to ensure smooth progression of students learning from the upper primary phase into the secondary phase.
- Ensure that recruitment plans are in place in the secondary phase to meet the future needs of students to excel in all the sciences.

### Learning Skills

	Foundation Stage	Primary	Secondary
Learning skills	Very good	Good	Good

- FS children are resourceful and work purposefully on a wide range of tasks. They are keen to learn, sometimes reading by themselves and they enjoy stories and working with numbers. They focus on learning activities, and their speaking and listening skills are developing very well. The very rich ecological learning environment is contributing to the development of engagement, independence, and self-motivation.
- Upper primary and secondary phase students confidently use digital technologies to independently conduct research. A large majority of students collaborate well and take responsibility for their learning. They explain their opinions and contribute ideas to class discussions. Most students make meaningful links between their learning and their lives.
- Whilst learning skills are good overall, in some lessons, particularly in Arabic, students are too teacher-dependent, and the development of their learning skills are consequently restricted. Most students are still developing their abilities to think critically and to be independent problem-solvers.

### For Development:

- Ensure all students are encouraged to work independently and use the ecological environment more fully in developing critical thinking and problem-solving skills.

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

	Foundation Stage	Primary	Secondary
Personal development	Very good	Very good	Very good

- Students' attitudes and behaviours are consistently positive and responsible, with very respectful attitudes towards staff and their peers. The school's superb ecological environment enhances harmonious relationships. Most students have a strong commitment to ensuring a safe and sustainable school environment.
- Students demonstrate very positive attitudes toward healthy eating and active lifestyles. Healthy and sustainable choices in lunch boxes are the norm across all phases. Students show initiation and take the lead by growing their own healthy food in the school's bio-diverse areas and gardens.
- Attendance and punctuality are closely monitored, and this is well reflected in the very good attendance rates of at least 96 per cent.

	Foundation Stage	Primary	Secondary
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good

- Students have a growing knowledge and understanding of Islamic values and how they influence life in the UAE. They appreciate the atmosphere of diversity and tolerance in Dubai. They feel safe in their communities.
- Students appreciate Emirati culture and customs. They understand the background to the formation of the Union and the visionary role of the founding fathers and their immense impact on developing the country.
- The great diversity in Dubai, and within the school population, contributes positively towards students' deep understanding of their own culture and identity. Their understanding of other cultures and peoples around them can be further developed. Besides English and their native language, students learn French, Spanish and Arabic.

	Foundation Stage	Primary	Secondary
Social responsibility and innovation skills	Very good	Very good	Very good

- FS children are active and willing to engage in activities underpinned by the school's eco-literacy project. The emphasis on students' activities being linked to a sustainable environment is seen in the Ecocouncils' meetings, the school's green flag status and students' engagement in extra-curricular environmental awareness activities.
- Students show a very positive work ethic. They care for their school and are especially protective of its flora, fauna, and bio-dome diversity. Most students are engaged in a practical manner with projects that contribute effectively to sustainability and conservation.
- The pandemic inhibited the levels of community involvement and volunteering activities. Both planning and implementation are in place to develop and deliver high-quality contributions with the wider community, especially in building a strong and shared commitment to sustainable living.

#### For Development:

- Develop wherever possible, in line with pandemic protocols, the very innovative range of rich engagements in local community programmes and volunteer work that the school had previously planned.

### 3. Teaching and assessment

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Very good	Good	Good

- Teaching enables a large majority of FS children to make better than expected progress. Teachers know how young children learn through well organised, hands-on tasks. Teaching is most effective throughout the school in subjects taught in English, especially where eco-literacy is integrated into English and science lessons.
- Most teachers demonstrate strong pedagogical skills. They have secure subject knowledge and try to provide clear explanations and accurate learning. Generally, lesson plans demonstrate a range of objectives and success criteria matching curriculum requirements. However, lesson delivery sometimes lacks challenge for more able students and leads to inconsistent progress across subjects.
- In the best lessons, especially in English and science, teacher planning provides challenges to all groups and develops critical thinking and independent learning. Questioning techniques are frequently used but do not always allow students to use critical thinking or extend their understanding sufficiently.

	Foundation Stage	Primary	Secondary
Assessment	Very good	Good	Good

- Rigorous and systematic procedures to track students' attainment and progress have been developed, especially in the FS. Teachers in FS use assessment procedures very effectively to enhance children's progress. Assessments align to NCFE objectives. The school benchmarks students' outcomes against General Learning Test (GL) outcomes.
- The school analyses Cognitive Ability Test (CAT 4) data to indicate students' potential in each strand. Internal and external assessment data is collected, analysed, and distributed to all staff. Consequently, teachers have a rich toolbox of information which helps them to know their students well.
- Teachers use assessment information to identify different groups. Only in the very best lessons do teachers use data effectively to plan tasks that offer suitable challenge to match the needs of all groups of students, especially the more able.

#### For Development:

- Ensure that all teachers' planning contains sufficient challenge along with higher expectations, to raise levels of attainment and progress across all subjects.
- Ensure that assessment data and information is used more rigorously to enhance the quality of teaching that better meets the learning needs of all groups of students.

## 4. Curriculum

	Foundation Stage	Primary	Secondary
Curriculum design and implementation	Very good	Very good	Good

- Continuity and progression throughout the school are core elements of the NCfE. Students make smooth curricular transitions between FS and primary. For example, in phonics, programmes ensure seamless progression in reading and writing. Some transitions from primary to secondary are less secure.
- The integrated eco-literacy and national curricula in FS and primary are reviewed regularly by teachers. The secondary curriculum is being prepared for implementation of IGCSE examinations, including Global Perspectives. Year 9 students have selected subject options to follow in the years ahead from a broad range of academic and skills-based choices.
- The FS and primary phases provide very good cross curricular links exploiting the embedded eco-literacy curriculum. In the primary phase ecological themes permeate the curriculum in almost all subjects, including Arabic, science, art, humanities, and English.

	Foundation Stage	Primary	Secondary
Curriculum adaptation	Very good	Very good	Good

- Curriculum adaptation is particularly effective in FS for the many children who enter as EAL students. Effective interventions and well-written Individual Education Plans (IEP's) meet the needs of students of determination. Curriculum modifications are personalised for the few students whose attainment is significantly below age-appropriate levels.
- The ecoliteracy curriculum, particularly in the FS and primary phases, is interesting, motivating, and diverse. Opportunities to extend students' experiences and embed awareness of themselves and the world around them are built into the curriculum.
- Links with the UAE ecology are embedded in the eco-literacy curriculum. In most science lessons, regular references are made to the ecology of the UAE including its unique natural life and local ecosystems. Sustainability is reinforced by students' experiences in the bio-domes, bio-diverse areas, and discovery gardens.
- Arabic is taught daily in FS as part of an integrated timetable and amounts to approximately two hours of instruction per week.

### For Development:

- Ensure that continuity, progression and transition of the curriculum between the primary and secondary phases is strengthened..

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

	Foundation Stage	Primary	Secondary
Health and safety, including arrangements for child protection / safeguarding	Very good	Very good	Very good

- Policies and procedures for the safeguarding, protection, and care of students are rigorous, as evidenced on the school's website. The school effectively protects students from potential abuse, including bullying, through the internet and on social media. Training and awareness campaigns are used with staff, students, and parents.
- The school provides a very safe and secure environment for students and staff. Supervision of students is always effective, in and outside classrooms. A very strong medical team plays an important role in curricular enhancement and everyday school life.
- Facilities are very well maintained. They are well suited to meet the learning needs of all students.
- Security and medical records are comprehensive and secure. The school's promotion of healthy lifestyles is strongly integrated into the eco-literacy project.

	Foundation Stage	Primary	Secondary
Care and support	Very good	Very good	Very good

- Positive relationships between adults and students are well established. They are built on mutual respect and a shared understanding of how a supportive community conducts itself. The school instils high expectations of student behaviour and attitudes to support and underpin their work.
- Systems to promote students' punctuality and attendance are shared with parents. A well-established school priority is the care for student safety and well-being. Parents receive courtesy calls to reinforce the importance and responsibility the school takes over absence.
- This is an inclusive school; with specialist staff whose professional expertise accurately identifies students' special educational needs. The school also has clear criteria to identify those students who are gifted and talented, or at an early stage of acquiring English.
- The school provides for students' additional needs by matching a full range of interventions and additional support in classes so that identified students can succeed and be given the best quality support available. The specialist team support learning across the curriculum.
- The counsellor has a drop-in, open door policy that offers a friendly advice service. It aims to reduce anxieties, offer support, and answer any questions and concerns young people may have. Opportunities for students to discuss their future and develop, with support, possible pathways are in the early stages of development.

### For Development:

- Expand the counselling and guidance services, to include support for students' option choices and career aspirations so they are well-prepared for their next steps in education.

## Inclusion of students of determination

### Provision and outcomes for students of determination

Good

- The inclusion champion, governor and educational psychologist created an admissions policy and an inclusive improvement plan that welcomes all students of determination, regardless of their needs. The strategic leadership has a strong vision and capacity to improve provision in all phases.
- Learning support assistants are guided by a full range of associated professionals to lead interventions in English and Arabic. In mainstream classes, using students' starting points effectively to meet the expectations of IEPs is not yet consistently achieved.
- Children in FS and other new entrants are observed closely to ensure any barriers to learning are identified. Specialist therapists use diagnostic assessments to understand students' difficulties and barriers. Interventions contribute to student engagement and progress over time.
- Communication between home and school is valued by parents who enjoy hearing of successes their children achieve. Parents and students are important parts of the planning process, consistently making contributions to ensure the quality of provision.
- Students of determination benefit from wide study programmes that are tailored to prepare them for their future. The school takes its responsibility seriously to ensure students of determination are independent learners and good communicators who achieve well, both socially and academically.

#### For Development:

- Provide teachers with training opportunities to help them to plan effective personalised programmes of support, appropriate to individual students of all abilities, and consequently enable students of determination to make sustained progress.



## 6. Leadership and management

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

- Senior leaders, led by the principal, foster positive, ethical and compassionate values in this ecologically focused school. Eco-literacy, sustainability and environmental justice form the three core pillars of the Arbor School vision, “Enough for all, forever.” Work is ongoing to ensure middle leaders are capable and innovative in improving school performance. Teaching and learning is of inconsistent quality in the upper phases. Greater planning and a focus on accountability within the leadership team is required to raise those standards.
- Processes for school self-evaluation, using both internal and external data, are leading to some improvements in students’ learning outcomes. This is particularly evident in FS, where monitoring of teaching and learning is secure. In the school’s self-evaluation document, a number of judgements were not supported by a valid evidence base. The goals and priorities for school improvement planning in the primary and secondary phases do not focus enough on what constitutes very good or better teaching and learning.
- Communication with parents is highly informative, regular and in most cases, on an individual and personal basis. Parents reported on the inclusive, welcoming approach of all the school staff. The principal encourages parental involvement and welcomes the very positive contribution parents make to school life. Parents are totally committed to eco-literacy, as well as environmental and sustainable goals, and cited these as the reasons for selecting this school.
- Governance fully embraces and values the contributions of all stakeholders. The Arbor Executive Board and Advisory Council actively promotes the school’s vision for education and sustainable development. Governors have provided, and fully resourced, an exceptional learning environment. They agree that work is required to improve teaching and learning in the upper phases and acknowledge that ensuring greater levels of accountability across all phases is a work in progress. They support additional staffing posts being filled this academic year.
- The management of day-to-day aspects of this vibrant, ecological school is both effective and efficient. Students attend lessons in discovery gardens, bio-diverse areas and in bio-domes where flora, fauna and a variety of ecosystems are evident. The environment comes alive in this school allowing for extensive, compelling hands-on experiential lessons. The school is growing, and its strategies are clear. Regular reviews have highlighted the need to provide all staff with upskilling of their teaching to close students’ learning gaps.

### For Development:

- Establish greater rigour in terms of how leaders and teachers are held to account for the quality of teaching and learning.

## 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)