

# INSPECTION REPORT

2022-2023



**AL MAWAKEB SCHOOL AL KHAWANEEJ L.L.C**

**US CURRICULUM**

**GOOD**

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## SCHOOL INFORMATION

### GENERAL INFORMATION

	Location	Al Mizhar 1
	Opening year of School	2018
	Website	www.almawakeb.sch.ae
	Telephone	97142514433
	Principal	Samira Al Awadhi
	Principal - Date appointed	6/6/2021
	Language of Instruction	English, Arabic
	Inspection Dates	06 to 10 February 2023

### STUDENTS

	Gender of students	Boys and girls
	Age range	3-18
	Grades or year groups	Pre-K -Grade 12
	Number of students on roll	1106
	Number of Emirati students	895
	Number of students of determination	42
	Largest nationality group of students	Emirati

### TEACHERS

	Number of teachers	73
	Largest nationality group of teachers	Lebanese
	Number of teaching assistants	1
	Teacher-student ratio	1:15
	Number of guidance counsellors	1
	Teacher turnover	20%

### CURRICULUM

	Educational Permit/ License	USA
	Main Curriculum	USA
	External Tests and Examinations	AP
	Accreditation	NEASC

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

■ Outstanding 
 ■ Very Good 
 ■ Good 
 ■ Acceptable 
 ■ Weak 
 ■ Very Weak



2021-2022



2022-2023

## 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	<ul style="list-style-type: none"> <li>Kindergarten (KG) children make very good progress learning English and mathematics. The quality of the children's learning skills has underpinned these outcomes. Students' performances in mathematics and science in the high school are above curriculum standards. There is a notable improvement in students' achievement in Arabic as a first language, especially in the middle and high schools. Overall, students continue to make good progress across most subjects.</li> <li>Students demonstrate positive attitudes toward learning and school life. They are fully aware of the relationship between their wellbeing and academic progress. Students have secure understanding of Islamic values and appreciate how they influence life in the UAE. Students care for their school, understand sustainability issues, and initiate environmental projects.</li> </ul>
PROVISION FOR LEARNERS	<ul style="list-style-type: none"> <li>The quality of teaching in the KG and the high school is very good. Most teachers have secure subject knowledge and a clear understanding of how students learn. The development of students' literacy features in all subjects. The school is using assessment data to identify strengths and needs in each grade and subject. This gives teachers clear directions for enabling their students' academic progress.</li> <li>The curriculum provides a strong foundation with a balance of knowledge, skills and understanding. An expanding range of high-school electives cultivates students' unique interests and future career aspirations. Curriculum modifications meet the needs of all groups of students by providing challenge, support, and extended learning. The integration of Emirati culture and society are strong features across the school and embedded in curriculum plans.</li> <li>Safeguarding and child protection processes are robust. All staff members are trained annually to remind them of their roles in protecting children. The school has an integrated program for health education with input from the counselor, medical, and other staff members. Teachers and students have mutual respect and enjoy purposeful relationships. The school has an established system to identify students of determination and to provide effective personalized support for them.</li> </ul>
LEADERSHIP AND MANAGEMENT	<ul style="list-style-type: none"> <li>Leaders, and in particular the Principal, provide a very clear vision for the future direction of the school. Leaders have a good understanding of the school's strengths and ensure that there is appropriate focus on improving students' academic outcomes and wellbeing. The governing board is effective in holding the Principal to account and ensuring that appropriate staffing and resources are available. The school's management of daily routines is very efficient and timetables are well organized.</li> </ul>

### The Best Features of The School:

- The very good teaching and learning in the KG
- The very good teaching, assessment, and interesting curriculum in the high school
- Students' deep understanding of Emirati culture, their application of Islamic values in daily living and positive work ethic throughout the school
- The promotion and management of wellbeing, which has led to very high levels of mutual respect between teachers and their students
- The outstanding arrangements for the health and safety of all staff members and students

### Key Recommendations:







- Raise students' achievements across all subjects by using assessment data to identify gaps in learning, particularly their foundational skills in literacy and numeracy.
- Develop students' critical thinking, research, and independent learning skills across all grades.
- Strengthen students' literacy by means of extended writing tasks and reading a wider range of literature.
- Ensure that teaching in the elementary and middle schools matches the high quality seen in high-school lessons.



## 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	Good	Good
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Not applicable	Not applicable
	Progress	Not applicable	Good	Not applicable	Not applicable
 English	Attainment	Good	Good	Good	Good
	Progress	Very good ↑	Good	Good	Good
 Mathematics	Attainment	Good	Good	Good	Good
	Progress	Very good ↑	Good	Good	Very good ↑
 Science	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Very good ↑
		KG	Elementary	Middle	High
Learning skills		Very good ↑	Good	Good	Good



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

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





## 3. Teaching and assessment

	KG	Elementary	Middle	High
Teaching for effective learning	Very good 	Good	Good	Very good 
Assessment	Good	Good	Good	Very 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	Outstanding	Outstanding	Outstanding	Outstanding
Care and support	Very good 	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](#)

## 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>is below expectations</b>	<b>is approaching expectations</b>

- As the school opened in 2018, international assessment data have been received for the Trends in International Mathematics and Science Study (TIMSS) tests of 2019. The recent Program for International Student Assessment (PISA) report is unavailable. Students in Grade 8 mathematics performed closest to their target on the TIMSS test, with the Grade 4 group falling significantly below their targets in science and mathematics.

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

- School leaders are using data analysis very effectively to identify students' strengths across subjects. The reports from international and curricular assessments provide leaders with information to address areas of need and strengths. These are shared with teachers to inform lesson planning and curriculum adaptations.

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

- The school implemented the New Group Reading Test (NGRT) assessment, a secure measure of reading for students in Grades 1-10. Initial results indicate a significant need to strengthen reading literacy. Leaders have implemented school wide plans, whereby reading literacy is emphasized in most lessons.

**Overall, the school's progress toward achieving its UAE National Agenda targets meets expectations.**

### For Development:

- Use the PISA test results analysis to guide strong interventions to lift the achievement of students, particularly the Emirati boys.
- Use the reading literacy assessment results to identify individual students, plan suitable interventions, and monitor their impact.



## Wellbeing

### The quality of wellbeing provision and outcome is at a high level.

- Wellbeing is a priority in the school. The principal promotes the school's understanding and clear vision for the wellbeing of all stakeholders. Leaders have analyzed data and responded with policies for the wellbeing of all. The school's use of wellbeing data to inform and monitor provision is developing. The governing body is well informed and holds the principal and the wellbeing team accountable for the provision and outcomes. The school environment is conducive to wellbeing.
- The school successfully monitors and promotes student wellbeing and maintains an ethos of care. Teachers and senior leaders are proactive, identifying and supporting students with wellbeing concerns. Close partnerships with parents ensure that the needed interventions take place. The principal's open-door policy provides opportunities for all stakeholders to discuss wellbeing matters and influence provision.
- Moral and Islamic education lessons feature a range of topics that promote wellbeing. Mental and physical health are promoted in weekly student led assemblies. Most students make healthy choices to promote their wellbeing. Safe places like the Well-being Corners and Wellbeing Rooms encourage students to identify their feelings and talk about them. Students' engagement and behavior is positive. They show care and concern for their classmates. Students feel safe and valued and have strong connections with adults.

## UAE social studies and Moral Education

- The Moral Social and Cultural (MSC) Framework is separated into moral education and social studies lessons across the different phases. All selected topics are fully integrated into the curriculum, with opportunities for students to research cross-curricular themes in history and geography.
- The curriculum, teaching, and learning are all of a very high quality and assessment procedures are well developed. Students benefit from extended learning and critical thinking opportunities. They discuss sustainability, globalization, and moral education themes such as child poverty, war, and refugees.

## Main Inspection Report

### 1. Students' Achievement

#### Islamic Education

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

- Most students in all phases have secure knowledge and understanding of Islamic concepts. A majority of students exceeds curriculum expectations in Islamic worship, laws, and etiquette. Their knowledge and understanding of the Prophet's (PBUH) biography and Islamic morals are also well developed.
- Students in the lower grades know ablution, the performance of prayers, the Pillars of Islam and Islamic etiquette in a Muslim's daily life. In the upper grades they have strong understanding of Islamic law and moral values. They can discuss meaningful social issues that support their religious culture.
- Most students make relevant links between the Islamic concepts which they learn, the relevant Hadeeth and verses, and their daily lives. The opportunities for inquiry, research, and discussions in lessons positively affect students' learning.

#### For Development:

- Improve students' use of references from The Holy Qur'an, Hadeeth and Seerah to justify their opinions in discussions and debates.
- Provide appropriately challenging tasks for students who are gifted.

#### Arabic as a First Language

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

- Students' achievements in the middle and high schools have improved since the previous report due to consistent promotion of the key language skills. More effective use of comprehension tasks, guided reading and Arabic standards is seen in most lessons. Girls in the upper grades perform best and confidently demonstrate their knowledge and skills.
- Students are making strong progress in all phases when teachers' perceptive questions allow them to make real-life connections. Students benefit from independent reading to develop better literary analytical and independent writing skills.
- Independent and cooperative learning opportunities enhance students' speaking, presentation, and debating skills. These are strongest among the girls. Limited opportunities are available for boys to improve their grammar, speaking and writing skills.

#### For Development:

- Increase the opportunities for boys to demonstrate their speaking, presentation, and debating skills.
- Ensure that the key grammar skills are features of all teachers' planning.

## Arabic as an Additional Language

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

- The elementary school students' reading, writing, listening and speaking skills meet the curriculum expectations as demonstrated in their recent work.
- The diversity of students' levels is a challenge for teachers, especially when addressing students' specific needs. Measurements of students' progress indicate improvements in their speaking and listening skills. Students benefit from opportunities to respond to texts and practise their speaking skills.
- There are limited opportunities for non-native speakers to develop their speaking and writing skills in lessons.

### For Development:

- Provide professional development for teachers on how to teach Arabic to non-native speakers.
- Enrich the curriculum with extended reading and writing opportunities for students.

## English

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

- In the KG, children rapidly develop their speaking and listening skills. Increasing knowledge of phonics supports them in their early reading, along with frequent opportunities to read short stories, short plays, and prose. Children's writing skills are at an emerging stage.
- Across all phases the students' collective vocabulary is expanding, enabling them to express themselves with increasing confidence and precision. Students learn how to structure essays and write narratives, but there are limited opportunities for writing at length. Improving their grammar, punctuation, and spelling is a current focus.
- Reading is a priority for the school. Students' skills vary, especially in the elementary and middle schools. Their reading levels are slightly lower among some boys. Recently implemented strategies are helping to improve attainment, but a few students are reading below the expected proficiency levels for their ages.

### For Development:

- Improve students' reading skills across all phases.

## Mathematics

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

- Children in the KG, implement appropriate strategies as they develop number sense, explaining their reasoning when using objects to match equations. Older students, particularly in the high school, are increasingly able to solve problems and connect the results with examples in the real world.
- Some students show gaps in their understanding and are working to develop foundational number operations, including those with fractions, integers, and ratios. Across the school students are improving their application of new concepts, which is leading to stronger mathematical skills.
- Well analyzed assessment data help students to understand their strengths and areas to improve. This positively affects some students' desire to learn. Students are more interested than previously, due to the increase of real-world applications of mathematics in practical and familiar ways.

### For Development:

- Include predictions in problem-solving tasks.
- Build students' independent capacity to challenge their own answers.
- Identify gaps in student's knowledge and skills and intervene to fill them.

## Science

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

- Inquiry-based approaches to learning result in very good progress in the high school. Children in KG develop the skills of observing, collecting information and communicating results. In the elementary and middle schools, the scientific method and investigative skills are used for problem-solving.
- Across all grades, the emphasis upon academic vocabulary improves students' literacy and their understanding of scientific concepts. In the better lessons their application of vocabulary in laboratories and lessons enables students to understand and communicate scientific knowledge.
- Effective questioning by teachers actively engages students to move beyond factual knowledge to the application of concepts. In the high school, teachers' open-ended questions promote academic rigor, enhance critical thinking and accelerate students' learning.

### For Development:

- Develop challenging and relevant learning opportunities for the elementary and middle school students' so that they expand their critical thinking skills.

## Learning Skills

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

- In the KG children are keen to learn new skills and engage in lessons with enthusiasm. They interact well and collaborate in a range of learning situations such as reading short plays. By the middle and high schools, students' collaborative learning results in classroom presentations and debates.
- Students regularly make connections between areas of learning and relate these to real-life situations. They competently use technologies to access online information. They are making effective use of technologies to support research, especially in the middle and high schools.
- In most subjects, students develop their inquiry, problem-solving, and research skills well. These feature frequently in science and mathematics lessons where critical thinking skills are strong features. When given the opportunities, students are innovative and enterprising, but these are less consistently seen during lessons.

### For Development:

- Increase the opportunities for students to develop critical thinking, innovation, and enterprise skills in lessons.

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

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

- Students demonstrate positive attitudes toward learning and to school life. They respond positively to critical feedback by their teachers. They willingly take responsibility for learning, are self reliant and make significant contributions to the school community.
- Students are self disciplined and sensitive to the needs of others. They develop respectful, friendly, and supportive relationships with peers and the staff.
- Students are committed to maintaining healthy lifestyles and remaining safe. They usually make wise choices about health and safety. They are aware of the relationship between their wellbeing and academic progress. Attendance rates and punctuality to lessons are two aspects to be improved.

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

- Across all phases students have secure understanding of Islamic values and appreciate how they affect life in the UAE, for example, through daily interactions, activities, and celebrations.
- Students are very knowledgeable about Emirati culture and heritage. They initiate and participate in activities that promote deep understanding of Emirati heritage and world cultures. They celebrate national events such as UAE National Day and Flag Day.
- Students are proud of their own cultures and value other world cultures. They demonstrate interest in learning more about other cultures. They participate in celebrations and activities that promote cultural diversity such as International Days. Students' awareness of cultural diversity, including art and literature from around the world, requires development.

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

- Students across all phases work together proactively to take internal and external opportunities to volunteer. These benefit the school and make social benefits for the local community. Students take on a wide variety of leadership and mentoring roles within the school.
- Students at all levels are encouraged to initiate and create projects related to health, safety, digital issues, bullying and other things. There are a variety of opportunities for students to develop the skills required for creating their own businesses.
- Students care for their school, understand sustainability issues, and initiate and lead environmental projects that enhance the school community. Conservation and sustainability are embedded in lessons across the phases.

### For Development:

- Improve students' punctuality when arriving to school and lessons.
- Improve students' awareness of global cultural diversity.



### 3. Teaching and assessment

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

- Teaching in the KG and high school has improved and is particularly strong in science lessons. Most teachers have secure subject knowledge and clear understanding of how students learn. The development of students' literacy is a feature of lessons in all subjects.
- Interactions between teachers and their students are highly positive; these help to create a learning environment where students feel safe to take risks in learning. Opportunities for students to develop critical thinking, problem-solving and independent learning skills are available in most lessons.
- Teachers' questioning skills are effective and usually promote deep thought and considered responses. Strategies to meet the needs of individual students are appropriate, ensuring that they are supported well. However, there is insufficient challenge for a few high achieving students in the elementary and middle schools.

	KG	Elementary	Middle	High
Assessment	Good	Good	Good	Very good ↑

- Assessment systems provide a full record of students' achievements and growth. The KG tracking system is effective for monitoring children's learning. External evaluations of reading, beginning from Grade 1, offer essential information to teachers. This supplements the curriculum-based assessments in the higher grades.
- The school is using assessment data effectively to identify students' strengths and needs in each grade and subject. This information gives teachers clear directions for students' growth. Measuring the effects of such interventions is not fully developed.
- External assessments of learning Arabic have supported teachers in verifying their internal assessments. Few teachers have incomplete understanding of the expectations of the curriculum in their subjects.

#### For Development:

- Provide greater challenge for the high-achieving students in all phases.
- Use assessment data effectively to measure the success of interventions to address learning gaps.
- Ensure that teachers understand the expectations of the curricula they teach and assess learning accordingly.

## 4. Curriculum

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

- The Massachusetts Curriculum Framework (MCF), Next Generation Science Standards (NGSS), Ministry of Education (MoE) and Advanced Placement (AP) curricula provide strong foundations for learning. They balance knowledge, skills and understanding. Regular reviews address learning gaps and ensure progression in students' learning.
- An expanded range of high-school electives cultivates student's interests, talents, academic goals, and future career aspirations. Students are prepared for the challenges of the AP courses and electives provide diverse and personalized choices.
- Relevant cross-curricular links are strong features of the curriculum and consistently included in lessons. Cross-curricular connections facilitate students' transfer of learning between different subject and prepare them well for the next phases of education.

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

- Curriculum adaptations meet the needs of all groups of students by providing challenge, support, and extension. Personalized learning plans are customized by using internal and external data to differentiate tasks, based on student's strengths, needs and skills.
- The school provides opportunities for extra-curricular activities that complement learning beyond the classrooms. In the elementary and high schools, innovation plans are developing. Community mentors collaborate with students on sustainability projects, which recognize the UAE's young innovators.
- The integration of Emirati culture and UAE's society are strong features across the school and are embedded in the curriculum. Celebrations, displays, and school events celebrate these rich cultural traditions and align with the national and school visions.
- In the KG, Arabic is taught for 45 minutes per day, every day.

### For Development:

- Enhance innovation and enterprise opportunities in the elementary and middle schools.

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

	KG	Elementary	Middle	High
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding	Outstanding	Outstanding

- Safeguarding and child protection policies and procedures are robust. All staff members are aware of the safeguarding procedures and how to implement them. All are trained annually to remind them of their roles in protecting children.
- The campus has a secure signing in and identification system. Regular and rigorous checks and records ensure good hygiene, maintenance, health, and safety on site and during excursions. Safety checks include the playground equipment and outsourced services such as catering and transport. Persons with additional needs have equal access to all facilities. The science laboratories meet the relevant safety standards.
- The school has an integrated program for health education with input from the counselor, medical, and other staff members. The program focuses on emotional wellbeing as well as physical health.

	KG	Elementary	Middle	High
Care and support	Very good ↑	Very good ↑	Very good ↑	Very good ↑

- Teachers and their students have mutual respect and enjoy purposeful relationships. These facilitate a positive atmosphere for learning throughout the school. Policies are in place to guide the management of students' behavior and to promote their regular attendance and punctuality.
- The school has an established system to identify students of determination and provide effective personalized support. Procedures for the identification of students who are gifted and the provision which assists them to reach their potential are now in place.
- Teachers monitor the wellbeing and personal development of their students. The wellbeing team ably supports students, parents, and the staff by promoting good mental health. The career counselor provides high school students with essential career advice and guides them in their applications to universities and colleges.

### For Development:

- Improve the management of students' punctuality.

## Inclusion of students of determination

### Provision and outcomes for students of determination

Good

- The inclusion champion and support team collaborate to sustain the school's inclusive ethos and develop the provision in line with their improvement plan. A team of subject teachers provides learning support.
- A range of indicators helps teachers identify students of determination. Assessment data and classroom observations inform planning and teaching; these in turn support students' access to the curriculum.
- Communication with parents is a school priority. Parents attend planning meetings and engage with their children's educational programs. They receive progress reports about their children's academic and personal skills. Parents appreciate the personalized support of the team.
- Individual Education Plans (IEPs) provide guidance for teachers on their curriculum modifications, differentiated instruction and the accommodations that students need. The increased access to the curriculum enables better progress. Personal support fosters independence and is effective in most lessons.
- Assessment data and students' work informs lesson planning and are used to measure students' progress. The IEP goals are tracked and show that the interventions are effective. Students acquire sufficient skills and understanding so that a majority make good progress over time.

### For Development:

- Improve the identification procedures and the deployment of support teachers.

## 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

- School leaders, and in particular the Principal, provide a clear vision for the direction of the school. Leaders ensure that students' well-being, inclusion, and academic achievements are a focus of planning and improvement priorities. Together, they work to ensure continuous improvements, a commitment to the national educational goals and better student outcomes. Leaders are committed to improving achievement and accelerating progress, by ensuring that all teachers effectively use data to target gaps in students' foundational skills in literacy and numeracy.
- The school's self-evaluation is realistic and based on accurate data. Leaders have good understanding of the school's strengths and needs. The planning documents include appropriate focus on students' outcomes, wellbeing and the quality of teaching and learning. School improvement and long-term strategic plans are informed by data. There is progress on the recommendations from the previous inspection report. There are appropriate next steps for the school's further development.
- The school has established a Parent Partnership Council (PPC) to enhance communication and collaboration. This involves parents in their children's education with the Principal playing a supportive role in the process. Parents report that they value highly the prompt and effective two-way communication through various media. Parents agree that the school provides them with sufficient understanding of their children's achievements, areas for growth, wellbeing, and social skills.
- The governing board is effective at holding the Principal to account and regularly meets with the senior leaders to guide and support their work. The governing board also holds meetings with teachers to recognize their efforts and listen to their concerns. Wellbeing is a priority in the governing board's policies and procedures. The PPC supports the governors in their decision-making process. The governing board ensures that appropriate staffing and resources are available and that all statutory requirements are met.
- The school's management is very efficient. Leaders effectively initiate and prioritize improvements in various aspects of the school. Timetables are well organized and display boards provide ample information. Most staff members are suitably qualified and deployed effectively. They receive professional development that aligns with the school's vision and priorities. The facilities are of a high quality, well maintained, and accessible to all.

### For Development:

- Deploy qualified and expert teachers to enable high-quality provision for students of determination.

## 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)