



المعرفة
Knowledge



PEARL WISDOM SCHOOL L.L.C

INDIAN CURRICULUM

GOOD

DUBAI FOCUS AREAS

INCLUSIVE
EDUCATION



GOOD

WELLBEING



GOOD

NATIONAL AGENDA
PARAMETER



VERY GOOD

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SCHOOL INFORMATION



GENERAL INFORMATION

	Location	Hor Al Anz
	Opening year of school	2020
	Website	http://www.pearlwisdomschool.com
	Telephone	97148843884
	Principal	Jaemi Byju
	Principal - date appointed	18/10/2021
	Language of instruction	English
	Inspection dates	09 to 13 October 2023



STUDENTS

	Gender of students	Boys and girls
	Age range	4 to 13
	Grades or year groups	KG 1 to Grade 8
	Number of students on roll	794
	Number of Emirati students	0
	Number of students of determination	51
	Largest nationality group of students	Indian



TEACHERS

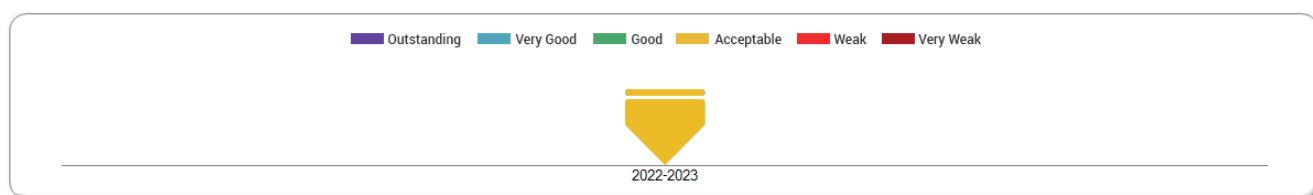
	Number of teachers	71
	Largest nationality group of teachers	Indian
	Number of teaching assistants	8
	Number of guidance counsellors	1



CURRICULUM

	curriculum	Indian
	External Curriculum Examinations	N/A
	Accreditation	CBSE

School Journey for PEARL WISDOM SCHOOL L.L.C



SUMMARY OF INSPECTION FINDINGS 2023-2024

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

Students Outcomes

- Significant improvement is evident in Kindergarten (KG) in English, mathematics, science and learning skills. Attainment levels in Middle in English, mathematics and science have improved to very good. Recent improvement is noticeable in students' progress in Islamic Education. Students' progress in mathematics in Primary, which has been a school priority, has also improved.
- Students have positive attitudes to learning. They are self-reliant and respond constructively to feedback. Most are sensitive to the needs of others. They pursue a safe and healthy lifestyle. They have a positive work ethic and display creativity as they participate in enterprise activities. Students have a clear appreciation and understanding of Islamic values and their influence, and of how they relate to living in the UAE.

Provision For learners

- Teachers consistently apply their subject knowledge, use a variety of teaching approaches and plan purposeful lessons. Learning environments are attractive. Teachers make effective use of a good range of high-quality resources. Assessment in most subjects and phases is appropriately challenging. Some assessments in KG and in Islamic Education are too simplistic.
- Cross-curricular links to transfer learning are meaningful and planned well in most subjects. These are less developed in Islamic Education and mathematics. The school offers a range of extra-curricular activities and community links that support students' academic, personal and social development. Opportunities for enterprise, innovation, creativity and social contribution are provided mostly in the form of activities and programmes outside timetabled lessons.
- All staff are fully trained in safeguarding students. They know the procedures to follow if an issue of child protection should arise. Students have a strong sense of how to keep themselves and others safe online. Relationships between members of staff and students are built upon mutual respect. The small class sizes enable teachers across all phases to know their students well. Behaviour management is very successful.

Leadership and management

- The principal and vice-principal are establishing a purposeful learning community that provides a caring environment which values inclusivity and wellbeing. They encourage best practices and are successful in supporting improved outcomes, particularly in KG. Senior leaders understand their roles in ensuring highly consistent approaches to the monitoring of students' progress. They have developed a programme of regular observations of the quality of learning and teaching.

HIGHLIGHTS OF THE SCHOOL:

- The vision of the principal and vice-principal to develop a school community that effectively enables inclusive learning.
- Students' very strong attainment in the middle phase in English, mathematics, and science.
- Significant improvement in provision and outcomes in KG.
- Students' positive attitudes to learning and high levels of behaviour.
- The quality of care, support and safeguarding and the secure environment, all of which promote wellbeing across the community.

KEY RECOMMENDATIONS:







- Ensure that the school's best practices in teaching, learning, and assessment are effectively and consistently implemented in all subjects and phases.
- Ensure that teachers modify the curriculum, particularly in Arabic, for students of determination and for those with gifts and talents.
- Ensure that teachers use information from assessments to improve teaching and to provide activities that meet students' identified needs.
- Improve outcomes in Islamic Education and Arabic.
- Develop school action plans that identify all school priorities and set measurable targets that can be monitored in a timely and effective manner.



OVERALL SCHOOL PERFORMANCE

Good ↑

01 Students' Achievement







		KG	Primary	Middle
 Islamic Education	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable
 Arabic as a First Language	Attainment	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Weak
	Progress	Not applicable	Acceptable	Acceptable
 English	Attainment	Good ↑	Good	Very good ↑
	Progress	Good ↑	Good	Good
 Mathematics	Attainment	Good ↑	Good	Very good ↑
	Progress	Good ↑	Good ↑	Good
 Science	Attainment	Good ↑	Good	Very good ↑
	Progress	↑ Good	Good	Good

	KG	Primary	Middle
Learning skills	Good ↑	Good	Good


02 Students' personal and social development, and their innovation skills

	KG	Primary	Middle
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	Good	Good	Good

03 Teaching and assessment

	KG	Primary	Middle
Teaching for effective learning	Good 	Good 	Good 
Assessment	Good 	Good 	Good 




04 Curriculum

	KG	Primary	Middle
Curriculum design and implementation	Good 	Good	Good
Curriculum adaptation	Acceptable	Acceptable	Acceptable

05 The protection, care, guidance and support of students

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

06 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](#)

Focus Areas

National Agenda Parameter

International Assessment, Reading Literacy and Emirati Achievement

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



A. Registration Requirements	Met fully
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	Whole school	Emirati cohort
B. International and Benchmark Achievement	Outstanding	Not applicable

- Between 2022 and 2023, the school added external benchmarking in Grade 8. Overall, judgements in English remained outstanding. Mathematics and science improved from good to outstanding overall. In both subjects, every grade showed improvement, with three weak judgements in 2022 all converted to outstanding in 2023. Every grade in 2023, in all three subjects, is now either very good or outstanding.

C. Leadership: International and Emirati Achievement	Good
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- Most leaders understand the demands of the Programme for International Student Assessment (PISA) and the Trends in Mathematics and Science Study (TIMSS). The school has recently adapted the curriculum to adjust to TIMSS. Subject leaders act on external reports to close identified content and skills gaps. Leaders are not yet proactive enough in monitoring the use of information on students' reading abilities to ensure appropriate provision. The National Agenda action plan lacks time-specific measurable goals.

	Whole school	Emirati cohort
D. Teaching and Learning: Improving reading literacy	Good	Not applicable

- The latest assessments showed reading across the grades to be generally acceptable, with the weakest age-related skills in the middle phase. Reading in class has been given a higher profile. Teachers provide more word problems in mathematics and science. Some adjustments are made for the weaker readers, but the majority of teachers are not making specific modifications to cater for them. Comparison of the February and June test results shows that most students are making expected or better progress.

Overall school standards in the National Agenda Parameter are very good.

For Development:

- Improve leaders' and teachers' skills in using reading data to support all students, and particularly those below age-related reading levels.
- Develop National Agenda action planning to ensure that success criteria are measurable and that precise targets are set within defined time periods.

Wellbeing



KHDA has placed wellbeing at the centre of our school communities. Through focusing upon the inspection of three core wellbeing domains, leading and pursuing wellbeing, engaging and enabling stakeholders, and students' wellbeing agency and experiences, an evaluation of wellbeing provision and outcomes is provided below.

Overall, the quality of wellbeing provision and outcome is at a good level.

- School leaders and governors have set a clear and ambitious vision for wellbeing. The newly appointed head of wellbeing is aware of the actions required for successful outcomes and has the capacity to achieve them. An active students' council reports on wellbeing in school life. Leaders have begun to collect a range of information from all stakeholders. While this is an encouraging start, effective collection and accurate analysis of the data are not sufficiently developed to establish improvement.
- Leaders are attempting to ensure that stakeholders are engaged with the school's vision and are developing purposeful strategies. Parents express high levels of satisfaction with wellbeing requirements. Students report feeling comfortable with the ease of access to trusted adults who can provide consistent support. Staff training on wellbeing initiatives is at an early stage of development.
- Teachers, in general, create a classroom climate with an overall sense of positivity. The day-to-day school routines and activities address some wellbeing priorities through value education and wellness classes. These initiatives are not always delivered with detailed and effective lesson planning. Online safety is a high priority for the school. Students are confident. They have a well-developed understanding of their own emotional wellbeing. They support one another. Leaders have created a sense of belonging within the community.

For Development:

- Expand and embed all wellbeing initiatives in lessons and within the school community.
- Support each initiative with valid assessment strategies.

UAE social studies and Moral Education

- The school follows the UAE Moral, Social and Cultural (MSC) Education framework. Students in all grades have two lessons per week. They learn about UAE culture and traditions. They study environmental concerns, and deal with personal health, hygiene and welfare. Students in older grades have opportunities to learn about contemporary global issues.
- Teachers use the MSC framework and additional educational materials. MSC is developing students' skills in thinking critically on historical and contemporary issues. The MSC programme also enables students to form opinions based on clear and relevant information. Students are assessed three times each year.

Arabic in Early Years

- Arabic is not taught in the early years.



Main Inspection Report

1. STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

	KG	Primary	Middle
Attainment	Not applicable	Acceptable	Acceptable
Progress	Not applicable	Acceptable	Acceptable

- Most students demonstrate levels of knowledge and skills that are in line with curriculum standards. They have a clear understanding of Islamic concepts, laws and etiquette. Internal assessments indicate higher levels of attainment than those observed in lessons and in students' work.
- Students' knowledge of the meanings of verses from the Holy Qur'an represents a notable strength in both phases. A variety of classroom experiences deepens students' understanding of the texts. However, the range of topics studied is restricted.
- In both phases, most students make relevant links between the Islamic concepts that they learn and their daily lives. The skill of extracting evidence from the Holy Qur'an and Hadith is still developing.

For Development:

- Improve the skill of extracting evidence from Holy Qur'anic verses and Hadith.
- Enhance the curriculum coverage by expanding the range of topics, ensuring a more comprehensive and well-rounded educational experience.

ARABIC AS AN ADDITIONAL LANGUAGE

	KG	Primary	Middle
Attainment	Not applicable	Acceptable	Weak
Progress	Not applicable	Acceptable	Acceptable

- Most students achieve expected levels of progress. In Primary, most students demonstrate levels of knowledge and skills that are in line with curriculum standards. In Middle, only a minority attain such standards because of the lack of competency in reading and in producing appropriate written work.
- Most students in Primary can use newly-learned vocabulary in simple written sentences. They can analyse the main elements of a short text. In Middle, only a minority of students can speak standard Arabic confidently or understand a text without support.
- The arrangement of teaching groups according to students' abilities provides access to more fitting programmes of work. Curriculum planning procedures often fall short of adequately considering students' initial skill levels.

For Development:

- Raise attainment and accelerate progress in all four language skills, particularly in Middle.
- Strengthen curriculum planning by tailoring it to students' skill levels when placing them in groups.

ENGLISH

	KG	Primary	Middle
Attainment	Good ↑	Good	Very good ↑
Progress	Good ↑	Good	Good

- In KG, most children make good progress in developing their listening and early literacy skills. Students develop these skills progressively through the school. By Grade 8, most students can articulate their thoughts and views clearly with confidence.
- Teachers' ongoing emphasis on literacy has resulted in sound development of students' reading skills. They can access a variety of texts and reading-related activities. The provision of appropriate printed materials in the school library and in classrooms in Primary and Middle is limited.
- The school's focus on writing skills has extended students' vocabulary and improved their writing, grammar and punctuation. Students in Primary and Middle can produce descriptive writing of good quality. In some lessons, the range of writing activities is limited.

For Development:

- Ensure that the school library and classroom libraries are stocked with a wider range of reading materials to enrich the development of reading.
- Extend the improvement of writing skills by incorporating a wider range of writing activities in lessons.

MATHEMATICS

	KG	Primary	Middle
Attainment	Good ↑	Good	Very good ↑
Progress	Good ↑	Good ↑	Good

- Internal assessments and external benchmark measures of mathematics attainment in Primary compare well. External data results are higher than internal results in Middle. Students show better progress in external testing in Primary and Middle than that seen in internal assessments.
- Students in all phases demonstrate strong computational skills. They cope well with mathematical tasks set in contemporary contexts and handle word problems with confidence. In all grades, students achieve a high standard in collaborative work. Children in KG show strong attainment and rapid progress.
- Teachers have acted on the previous report's development points to raise attainment in KG by improving the quality of teaching and questioning. Students overall do not perform mathematical tasks that will ensure more rapid progress.

For Development:

- Provide more opportunities in lessons for students to engage in activities that are matched more closely to their learning needs.

SCIENCE

	KG	Primary	Middle
Attainment	Good ↑	Good	Very good ↑
Progress	Good ↑	Good	Good

- A majority of students in KG and Primary attain above curriculum standards in tests. This is not consistently evident in lessons and in work samples. In Middle, students' attainment is similar both in tests and lessons. The majority of students are making the expected levels of progress.
- In KG, practical skills are well developed due to the best use of resources and experimental and practical work. In Middle, students' investigative skills are stronger due to the regular use of laboratories.
- In KG and Primary, skills of enquiry are not systematically embedded in most lessons. Students do not have enough opportunities to develop research skills with the use of digital resources.

For Development:

- Enhance students' enquiry and research skills across phases by providing opportunities to work independently with effective use of digital resources.

LEARNING SKILLS

	KG	Primary	Middle
Learning skills	Good ↑	Good	Good

- Almost all students demonstrate positive attitudes in lessons. They increasingly take responsibility for their own learning and can work independently when opportunities arise. They interact well with their teachers. They co-operate willingly and collaborate effectively with their classmates in many learning tasks.
- In general, students demonstrate an ability to engage in critical thinking and innovation. However, in lessons across all phases, students have insufficient opportunities to develop these skills.
- The use of digital technology is a positive feature in supporting learning. In some subjects, students use technology to extend their higher-order thinking skills and to undertake research. However, in some lessons, students' use of technology is infrequent.

For Development:

- Ensure that the development of critical thinking, innovation and enterprise is an integrated feature in all lessons.
- Provide all students with increased access to digital technologies.

2. STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

	KG	Primary	Middle
Personal development	Very good ↑	Very good	Very good

- Students are self-reliant and respond well to their teachers' comments. Most are sensitive to the needs of others and have a secure understanding of what constitutes a safe and healthy lifestyle.
- Behaviour is very good in lessons and around the school. Bullying is rare. When it does occur, the school has effective procedures in place to address it. In general, students are self-disciplined and courteous towards adults and other students.
- Attendance rates are higher in the school's records than during the inspection week. Students are almost always punctual when arriving at school and to their individual lessons.

	KG	Primary	Middle
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good

- Students have a clear appreciation and understanding of Islamic values, their influence, and how they relate to living in the UAE. They appreciate values of tolerance and respect, which support social cohesion.
- Students are knowledgeable about the Emirati heritage, culture and history. They demonstrate a strong connection to, and appreciation of, the cultural identity of the UAE. They appreciate famous landmarks, recognise the accomplishments of Emirati women, and celebrate significant missions.
- Students display a deep understanding of their own cultural backgrounds and embrace their heritage with pride. Their knowledge and understanding of other world cultures are not as well developed.

	KG	Primary	Middle
Social responsibility and innovation skills	Good	Good	Good

- Children in KG willingly engage in activities that contribute positively to the school. They are aware of the needs of their companions. Students understand their responsibilities as members of the school community. Some undertake key roles.
- Students show a positive work ethic. They have creative ideas. They enjoy taking part in entrepreneurial activities. They do not yet design and organise their own environmental and charitable campaigns.
- Students display sensitivity to environmental issues. They participate in schemes that promote sustainability within the school setting, and in innovation opportunities, interschool campaigns and competitions.

For Development:

- Promote students' understanding of global cultures and broaden their cross-cultural knowledge.
- Ensure that students have increased opportunities to take the initiative, manage their own projects and make decisions.

3. TEACHING AND ASSESSMENT

	KG	Primary	Middle
Teaching for effective learning	Good ↑	Good ↑	Good ↑

- Teachers use a variety of teaching approaches and plan purposeful lessons to promote good learning. Classrooms are attractive. Teachers make effective use of a good range of high-quality resources.
- Teachers' interactions with children and students are positive. In most lessons, teachers frequently use questioning effectively to check students' understanding and to consolidate their learning. Some teachers in Primary do not use questions to promote in-depth dialogue or individual reflection.
- All teachers' planning documents contain details of differentiated activities for students. In some lessons, this planned personalisation is not always translated into learning activities and therefore does not fully meet the needs of all students.

	KG	Primary	Middle
Assessment	Good ↑	Good ↑	Good ↑

- Assessment in most subjects and phases is appropriate. Some assessments in KG and in Islamic Education are too simplistic. Except for KG, information from assessments is not used effectively in classes to tailor teaching or to meet the identified needs of groups of students.
- The rigour of the setting, administration, marking and moderation of final assessments has improved. Leaders analyse data from all sources of assessment and effectively use the information to adjust the curriculum.
- Teachers provide appropriate feedback, both orally and in books. Self-assessment is a regular feature in most classes.

For Development:

- Ensure that teachers organise differentiated activities and provide an appropriate learning programme for all students.
- Improve teachers' abilities to use information from assessments to adjust their teaching.

4. CURRICULUM

	KG	Primary	Middle
Curriculum design and implementation	Good ↑	Good	Good

- The curriculum has a clear rationale based on the CBSE curriculum framework. Students have access to a variety of subjects including creative, physical and practical experiences. There is an appropriate focus on the development of both knowledge and skills.
- Progression and transition issues in KG have improved. Students are well prepared for learning in the middle phase with smooth transitions between classes. Progression in Islamic Education is still problematic. A range of curricular choices is available to develop students' talents and their interests.
- Generally, cross-curricular links are meaningful and planned well to transfer learning between different subjects. The links are less developed in Islamic Education and in mathematics. Leaders conduct regular reviews. Changes to the curriculum are well considered.

	KG	Primary	Middle
Curriculum adaptation	Acceptable	Acceptable	Acceptable

- Curriculum modifications meet the needs of most groups of students. However, the needs of students of determination and those with gifts and talents are not yet sufficiently met.
- The school offers a range of activities and community links to support students' academic, personal and social development. Opportunities for enterprise, innovation, creativity and social contribution are mainly provided in the form of activities and programmes outside timetabled lessons.
- The curriculum includes programmes which develop students' knowledge, understanding and appreciation of the culture and heritage of the UAE. They include traditional Emirati culture and the Islamic values that influence UAE society. Links to world cultures are not sufficiently developed.

For Development:

- Modify the curriculum to meet the individual needs of all groups of students, particularly students of determination and those with gifts and talents.
- Improve links to UAE and world cultures and extend opportunities for enterprise and innovation.

5. THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

	KG	Primary	Middle
Health and safety, including arrangements for child protection / safeguarding	Very good	Very good	Very good

- The school meets all the regulatory and legislative requirements, including evacuation drills. However, there are insufficient systems of frequent and thorough school-wide safety checks to identify and remedy potential risks.
- All members of staff are fully trained in safeguarding. They know the procedures to follow if an issue of child protection should arise. Students feel safe and are confident to report any concerns to an adult in school. They have a strong sense of how to keep themselves and others safe online.
- The school promotes healthy living, with weekly healthy eating events and regular sports activities and competitions.

	KG	Primary	Middle
Care and support	Very good	Very good	Very good

- Relationships between members of staff and students are very positive and built on mutual respect. Small class sizes enable teachers in all phases to know their students well. The school promotes attendance by contacting parents immediately in the event of any unexplained absences.
- The school is inclusive. Students of all abilities are made welcome through improved processes for the assessment and identification of students of determination. Teachers' support for these students continues to develop. However, there is a lack of sufficient challenge and only a few targeted, measurable support strategies in lessons.
- Students' wellbeing and personal development are supported by all members of staff. Effective personal counselling and group wellbeing sessions support students in their continuing education. The provision of alternative pathways for students of determination is a priority.

For Development:

- Ensure that there is an effective system of frequent and thorough safety checks.
- Ensure that the individual needs of students of determination and those with gifts and talents are fully met in all phases.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination

Good

- Governors and leaders promote an inclusive school serving an increasingly diverse range of needs. Policies are well developed and influence appropriate provision. Suitably qualified staff are making improving use of the available resources. Staff training is not yet precisely focused on meeting specific needs.
- A wide range of assessment tools ensures the accurate identification of students of determination, but not those with gifts and talents. All those concerned are involved in the development of individual education plans (IEPs). However, actions deriving from these plans are not always included in lessons.
- Parents report high levels of satisfaction with the provision of support between home and school. Channels of communication are effective. Parents receive regular updates on their children's progress. They value the quality of the care and support which their children receive.
- Curriculum modification linked to each student's specific needs continues to develop. In lessons, the quality of support is more variable and dependent on the skills and expertise of the teacher. Differentiated, effective support for students with behavioural and communication needs is still developing.
- Reliance on the individual skills of teachers results in students' progress being uneven. External data do not yet fully inform effective learning objectives in all subjects or in all phases.

For Development:

- Ensure that all learning objectives are accurately informed by relevant data and students' profiles.
- Provide training that specifically enables teachers to link learning objectives to individual needs.

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

- The principal and vice-principal are establishing a purposeful learning community that provides a caring environment which values inclusivity and wellbeing. They encourage best practices. They are successful in supporting improved students' outcomes, particularly in KG. Under their guidance, middle leaders have improved teaching and assessment across the school. Despite the challenge of supporting a rapidly growing school, they sustain high levels of morale and commitment. They are fully aware of the urgent need to improve students' performance in Islamic Education and Arabic.
- Self-evaluation and improvement planning are approached systematically. Senior leaders understand their role in ensuring consistent approaches to the monitoring of students' progress. They regularly observe the quality of learning and teaching. They encourage middle leaders to be committed to improvement. Senior leaders are developing others' understanding of the importance of judging the effectiveness of teaching through its impact on students' learning. School action plans do not sufficiently focus on impact. Leaders have achieved improvements in KG and mathematics.
- Parents have ample opportunities to be actively involved in the life and work of the school. They speak highly of the school's communication with them and the ease with which they can contact members of staff. They continue to value daily teacher reports on content, learning and students' progress. They appreciate the significant changes to teaching and learning styles in KG. Links with the local community and other schools are being re-established to enrich students' learning.
- The governing body includes parental representation. It directly impacts on school policy and practice. This discerning group of governors holds senior leaders to account through regular informal meetings and written reports. Members are concerned to ensure that parents and students are satisfied with the work of the school. Governors are aware of the importance of careful recruitment and of high teacher retention rates. They have responded to the previous inspection report and improved the curriculum, assessment and resources for KG.
- The day-to-day management of the school is well organised and impacts positively on students' achievements through effective routines. Teachers, supported by mostly appropriate professional training, ensure positive learning outcomes. The site, facilities and learning resources generally provide an attractive, conducive environment, most notably in KG. Subject areas where improvement is required are not sufficiently prioritised in terms of resourcing or professional development.

For Development:

- Ensure that all leaders fully develop their capacities for innovation and improvement.
- Make sure that the school's action plans focus on students' achievement, with regular review of progress against the intended outcomes.
- Form more partnerships, both nationally and internationally, to enrich students' learning experiences.
- Prioritise and then sustain investment in areas where students' performance requires improvement.



WHAT HAPPENS NEXT?

All schools are required to develop an action plan. The plan should address:

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

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

Dubai Schools Inspection Bureau

Knowledge and Human Development Authority

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