

INSPECTION REPORT

2022-2023



AL MAWAKEB SCHOOL AL GARHOUD L.L.C

US CURRICULUM

GOOD

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SCHOOL INFORMATION

GENERAL INFORMATION

	Location	Al Garhoud
	Opening year of School	1981
	Website	www.almawakeb.sch.ae
	Telephone	+97142851415
	Principal	Omar Hatoum
	Principal - Date appointed	1/8/2014
	Language of Instruction	English, Arabic
	Inspection Dates	14 to 18 November 2022

STUDENTS

	Gender of students	Boys and girls
	Age range	4 to 18
	Grades or year groups	KG 1 to Grade 12
	Number of students on roll	2285
	Number of Emirati students	241
	Number of students of determination	110
	Largest nationality group of students	Arab

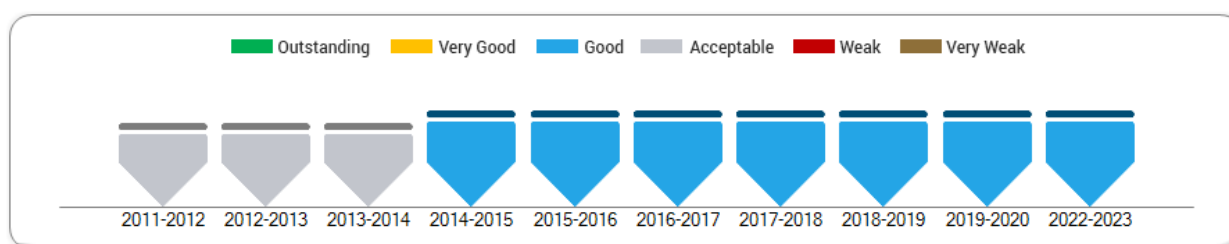
TEACHERS

	Number of teachers	122
	Largest nationality group of teachers	Lebanese
	Number of teaching assistants	3
	Teacher-student ratio	1:19
	Number of guidance counsellors	1
	Teacher turnover	8%

CURRICULUM

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

School Journey for AL MAWAKEB SCHOOL AL GARHOUD L.L.C



Summary of Inspection Findings 2022-2023

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

STUDENTS' OUTCOMES

- Students' achievement in English, mathematics and science in the high school is very good. It is mostly good in Islamic education and Arabic. In the Kindergarten (KG), children achieve good outcomes. Other than in mathematics in the middle school, where students' achievement is very good, achievement in the primary and middle schools is mostly good. Students take responsibility for their own learning and communicate it effectively.
- Across the school, students demonstrate very positive and responsible attitudes towards learning and the school. All students show a very positive work ethic. They plan, initiate and lead projects and enterprise activities. Students' understanding of UAE heritage and culture is a strength. Most students are proud of being part of a diverse society and consider the UAE to be their home.

PROVISION FOR LEARNERS

- The quality of teaching is most effective in the high school, where students benefit from creative and vibrant learning environments. Technology is embedded in all phases. It is integrated well to enhance and extend learning. Across the school, assessment practices are robust and systematic, with tests referenced to curriculum standards accurately. Assessments are moderated and checked against international benchmarks.
- The curriculum is broad, builds on previous learning and meets the personal and academic needs of most students. The good range of high school electives support students' interests, talents and academic goals. Curriculum modifications meet the needs of most groups of students and provide an appropriate level of challenge and support. Students in the high school benefit from opportunities for research and presentations in preparation for higher education.
- Highly effective procedures for safety and security are implemented throughout the school. The promotion of healthy living is a strong feature of the school. Staff-student relationships and student behavior are exemplary. A secure process ensures the early identification of students of determination and the provision of effective support. Students have limited access to personal guidance and social and emotional support.

LEADERSHIP AND MANAGEMENT

- The principal and senior leaders promote the school's inclusive vision. Leaders at all levels maintain positive relationships. School improvement plans are working documents and recommendations from the previous inspection have been addressed. Leaders are held accountable by the governing board. The school's wellbeing team plays a key role in engaging parents in school activities. The premises are well maintained. There are too few science laboratories, which restricts students' opportunities to carry out practical investigations.

The best features of the school:

- The very good achievement of students in the high school and in mathematics in the middle school
- Students' outstanding personal and social development
- The very good curriculum design and adaptation, which is having positive impact on students' outcomes in the high school
- The high level of parental involvement in supporting their children's education and wellbeing initiatives.





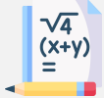

Key Recommendations:

- Ensure that all teachers make full use of assessment data to provide appropriately focused support and challenge for all students.
- Ensure that there is an appropriately led and sustained drive to improve literacy in all phases.
- Ensure that teachers in the upper phases provide regular opportunities for students to research using technology and that they evaluate information from multiple sources.




Overall, School Performance

Good

1. Students' Achievement

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



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

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


3. Teaching and assessment

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

4. Curriculum

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

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

	KG	Elementary	Middle	High
Health and safety, including arrangements for child protection/ safeguarding	Very good	Very good	Very good	Very good
Care and support	Good	Good	Good	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	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
Progress in international assessment	meets expectations	meets expectations

- In the 2019 TIMSS assessments, Grade 4 and Grade 8 students' scores were at the high international benchmark level in mathematics and science. Students' performance in PISA exceeded the set targets. Reading literacy is the least developed area.
- Emirati students in Grade 4 performed similarly to other students in TIMSS. Grade 8 students' progression was less than their fellow students, as was that of those who took the PISA assessment. This was more apparent in the reading component.

	Whole school
Leadership: data analysis and curricular adaptation	meets expectations

- Assessment data has been carefully analyzed to identify learning gaps. This is having a positive impact through an explicit focus on cognitive skills, which are now tracked across the phases.

	Whole school	Emirati cohort
Improving reading literacy and wider learning skills	meets expectations	meets expectations

- The school has registered for an appropriate standardized reading test. Data suggests that a large majority of students have reading skills which are better than expected. Students undertake basic enquiry and research.
- Data suggest that a large majority of Emirati students have reading skills which are better than expected. Emirati students select information and organize it, from a variety of sources, with teacher direction. Similarly, they undertake basic enquiry and research.

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

For Development:

- Improve students' reading literacy levels in all phases.
- Provide more opportunities for students to undertake research, where they can collate, evaluate and present their findings.
- Use assessment information to provide appropriate levels of support and challenge for all students.

Wellbeing

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

- The school's vision strongly promotes wellbeing. This provides a caring and respectful environment dedicated to the wellbeing and happiness of all students. This is reflected in the senior leaders' promotion of wellbeing development who are held accountable by governors. A range of data is collected and analyzed, including from stakeholder surveys, to inform wellbeing interventions. The school's self-evaluation processes are accurate and guide the school's planning. The dedicated policies and the management of the school's facilities and resources are very supportive of wellbeing development.
- Staff have been trained in wellbeing issues and in how to support social-emotional learning. An open-door policy for students, staff and parents facilitates ready access to a counselor, wellbeing staff and the principal. Stakeholders also use a digital platform to voice concerns, which are addressed in confidence. The student voice is also heard through student-led organizations and through governing board representatives.
- A focus on wellbeing is a strong feature in moral education and social studies lessons, and in extra-curricular activities. Assemblies demonstrate students' understanding and application of concepts such as sympathy and compassion. Staff receive training in social and emotional learning, which in the process of being integrated fully into the curriculum. Students have a good understanding of the importance of a healthy diet and regular exercise for their emotional and physical health. Students report that they feel safe and confident.

UAE social studies and Moral Education

- The Ministry of Education (MoE) social studies standards and the moral, social and cultural framework are fully implemented. The program is an integrated model, and the content is rich and varied. Each subject area is taught in English for sixty-minutes per week from Grade 1 to Grade12.
- Leadership and planning are particularly strong in these subjects. High school students engage in extensive research to support their understanding and knowledge of geo-political events and world cultures.

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- Students across the school demonstrate strong awareness of Islamic values and understand their relevance to everyday life. Many of these values are embedded in the school curriculum and are particularly well developed in the elementary and high schools.
- Students' understanding of UAE heritage and culture is a strength in the elementary and high schools. The large majority of students are proud of being part of a diverse society and consider the UAE as their home. They speak knowledgeably about the UAE history and its increasing global influence.
- Students' understanding of their own culture and world cultures are having a positive impact in all phases. However, their understanding of some aspects of world cultures, such as their history and development in a modern world, is insecure in the middle school.

For Development:

- Provide more intercultural activities, particularly in the middle school, to deepen students' understanding of diverse cultures.

Arabic as a First Language

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

- Students have strong listening and reading skills, as well as the capacity to analyze various literary texts. Students in the middle and high schools display effective communication skills and accurate grammar when writing. Students' ability to debate, analyze and present their evidence, is strongest in the high school.
- Elementary school students interpret a variety of texts and understand explicit and implicit meanings. Middle and high school students demonstrate better listening and reading skills, particularly when extracting information and answering questions. Students' ability to use classical Arabic is limited in all phases.
- Students review their progress and take practical steps to improve their own learning by using online reading programs. This is seen to best effect in the high school, where students have more opportunities to engage in investigations.

For Development:

- Provide more opportunities for students to practice speaking classical Arabic.

Arabic as an Additional Language

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

- The majority of students understand brief passages and narratives about familiar topics. Students in the high school engage in basic communicative tasks. They engage in conversations regarding their everyday activities. Students' creative writing is not as secure as their more formal writing.
- While the majority of elementary school students can write personal information, their ability to write more extended pieces is limited. The majority of middle and high school students understand narrative and descriptive texts with multiple paragraphs. They compose concise, uncomplicated statements.
- The strategy of using assessment data to identify and bridge gaps in students' learning is successful. This is contributing to students' good achievement. Their contributions to the school newsletter support their use of language skills.

For Development:

- Provide a wider range of activities to facilitate consistency in the development of students' creative writing.

English

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

- English language and literature are taught through everyday contexts, promoting the very good achievement in the high school and the good achievement in the other phases. Lesson observations and reviews of students' work confirm internal assessments of students' achievement.
- The successful use of technology, throughout the phases, enables students to access online resources. This supports the development of their independent learning skills. In KG, children write simple sentences and draw and label items successfully.
- Students use a range of vocabulary and strong composition skills, reflecting the strong emphasis on developmental writing, especially in the high school. Planning for the development of literacy, reading and phonics skills in the lower grades is inconsistent.

For Development:

- Develop the planning and teaching of phonics, reading and literacy in the lower grades.

Mathematics

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

- Elementary, middle, and high students make very good progress in problem-solving skills and the use of strategies and algorithms to solve word problems. Multi-step processes and applications to real world contexts prepare students well for advanced courses in the upper grades.
- Students' use of accurate mathematical vocabulary is a strong feature in lessons. This provides a secure knowledge base and supports the transfer of learning. Students' understanding and use of appropriate terminology accelerates learning with improved understanding of mathematical concepts.
- In the most effective lessons in high school, the use of technology supports the development of critical thinking. Students use of technology to support learning in the elementary and middle school is inconsistent.

For Development:

- Provide more opportunities for elementary and middle school students to use technology to engage in independent research.

Science

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

- The majority of students' understanding of scientific concepts is above curriculum standards, and the progress that students make is better than expected. In the high school, a large majority of students master the standards and make better than expected progress.
- Across the school, most students' knowledge is well-developed, and a majority can demonstrate their scientific skills. Students' observation and recording skills are stronger than their skills of hypothesizing, analyzing and the planning of experiments.
- Students' abilities in science remain as they were in the previous inspection. Students' learning builds sequentially. Well-planned links between subjects helps students consolidate their learning. The range of subjects in the high school include earth science, biology, chemistry and physics. This meets students' needs well.

For Development:

- Provide regular investigative work in the laboratory environment.
- Develop students' skills in planning experimental procedures and in analyzing and evaluating data.

Learning Skills

	KG	Elementary	Middle	High
Learning skills	Good	Good	Good	Very good

- Most students are keen learners. They enjoy lessons and work well both independently and in groups. In lessons, students make connections with the real world but do not frequently do so without teacher prompting.
- In the high school, the effective use of technology fosters independence. In the other phases, technology is not fully integrated in daily learning routines. In KG, children display good learning skills in choosing activities and sharing resources.
- When given the opportunity, students in all phases participate eagerly, listen to their fellow students and exchange views. Opportunities for students to think critically are more evident in mathematics, science and social studies than in the other subjects.

For Development:

- Provide more opportunities for students to think critically and use technology to explore, research and draw conclusions.

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

	KG	Elementary	Middle	High
Personal development	Outstanding ↑	Outstanding ↑	Outstanding	Outstanding

- Across the school, students demonstrate very positive and responsible attitudes towards learning and school life. Students are self-reliant and demonstrate excellent leadership skills, particularly in the high school. Students are very sensitive to the needs of others and show genuine concern for the wellbeing of their peers.
- Students are very self-disciplined. They are responsive to advice and thrive on the giving and receiving critical feedback. They are strongly aware of healthy living, and most make healthy food choices.
- Students' understanding of the value of healthy eating and maintaining an active lifestyle is reinforced through participation in a range of physical activities. Students' attendance and punctuality have improved, and most students are in regular attendance.

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

- Students demonstrate strong awareness of Islamic values and understand the central part they play in life in the UAE. These values are embedded in the Islamic education curriculum and reinforced through the daily routines.
- Students' understanding of UAE heritage and culture is a strength. Most students are proud of being part of a diverse society and consider the UAE as their home. Almost all students speak in detail about UAE history and cultural traditions.
- Students' understanding of their own cultures and world cultures is having a more positive impact in the upper grades. However, their awareness of a broader range of world cultures is less evident in the lower grades.

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

- Students, particularly in the middle and high schools, are keen to take on roles in the school and wider communities. Student-led groups make significant contributions to the life of the school. Older students are active in charitable activities outside the school.
- All students show a very positive work ethic. They initiate, plan and lead projects and enterprise activities. They demonstrate innovation through their work in the Al Mawakeb Research Center and the Association of Geo-Politics.
- Students from all phases demonstrate a strong understanding of environmental sustainability. They participate in activities that promote recycling and take pride in their work as ambassadors for the school's sustainability goals. Students are active in promoting events related to climate change.

For Development:

- Ensure students get more intercultural activities to raise their awareness of world cultures in the lower grades.
- Provide more opportunities for elementary school students to initiate projects related to environmental sustainability.

3. Teaching and assessment

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

- Most teachers have secure subject and teaching knowledge, particularly in the high school. Teachers in the upper grades regularly use a variety of strategies and challenging activities that engage students in learning.
- Teachers make good use of technology to enhance and extend learning. Detailed analyses of assessment data are used to guide lesson planning. However, there is inconsistency in the level of challenge provided for the more able students.

- In most subjects in the high school, teachers provide a wide range of learning activities that support the development of students' research and inquiry skills. These successfully promote the development of higher order critical thinking skills.

	KG	Elementary	Middle	High
Assessment	Good	Good	Good	Good

- Across the school, assessment practices are robust and systematic. The school-based tests are referenced to the curriculum standards. Assessments are moderated and benchmarked appropriately against international standards. Data are analyzed to provide credible and reliable measures of progress.
- The tracking of students' progress is a strong feature. However, the feedback provided to students, to move their learning forward, is inconsistent. The use of data to ensure that learning activities are appropriately challenging is also inconsistent.
- The system for ensuring that the school's data are reliable has improved since the previous inspection. Assessments in KG are now more closely aligned to the relevant standards.

For Development:

- Ensure that the expectations of what the more able students can achieve are raised.
- Ensure that the learning activities in all lessons are appropriately challenging.
- Improve the feedback to students on their written work so that they know how to improve.

4. Curriculum

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

- The curriculum is aligned to the Massachusetts Common Core and the Next Generation Science Standards and meets the MoE requirements. It provides balanced and well-developed programs of study that build on previous learning and meets the personal and academic needs of most students.
- The curriculum provides a good range of electives in the high school to support students' interests, talents and academic goals. Advanced Placement courses and electives provide an appropriate range of diverse and personalized choices.
- Cross-curricular links are a strong feature in lessons and provide everyday contexts. In the high school, a variety of projects provide opportunities for in-depth research to integrate core subjects with other subject areas.

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

- Curriculum modifications meet the needs of most groups of students by providing support and extension activities with some flexible groupings. The curriculum is regularly reviewed and revised with the use of internal and external data to identify learning gaps and to make adaptations as necessary.
- The curriculum provides opportunities for a range of curricular and extra-curricular activities that complement learning and development beyond the classroom. For example, high school students benefit from links with the Al Mawakeb Research Center, where opportunities for research prepare them for higher education.
- The integration of the UAE heritage, values, traditions and culture are embedded in the curriculum and reinforced by the moral education program. The model federal national council, which is led by Emirati students, focuses on the wellbeing and support of this groups of students.
- Children in KG have daily Arabic lessons for 310 minutes a week.

For Development:

- Increase the opportunities for students to engage in independent research and investigations, to improve their critical thinking skills.

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

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

- Highly effective procedures for safety and security are implemented throughout the school. The safeguarding of students and child protection are given high priority. Bus arrival and dismissal, in addition to parent drop-off and pick-up, are carefully supervised and orderly.
- The promotion of healthy living is a strong feature in the school. Students understand the importance of making healthy food choices. Healthy living and student wellbeing are embedded in the ethos of the school. Warm and caring relationships among all stakeholders prevail.
- The school buildings, equipment and resources are suited to the needs of all students, including those with physical disabilities. Students are kept safe while participating in a wide range of activities.

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

- Staff-student relationships and student behavior are exemplary and contribute to the school's positive learning environment. The monitoring and management of attendance and punctuality are effective, resulting in improved rates in those areas.
- A secure process ensures the early identification of students of determination and the provision of effective support. While students with gifts and talents are identified, there is no overall policy to guide provision for these students.
- The career guidance counsellor supports senior students in their career and future education choices. The school promotes and monitors student wellbeing. However, there is no counsellor to provide one-to-one social, emotional and personal guidance to students across the school.

For Development:

- Provide better support for students with gifts and talents.
- Provide students with access to social, emotional and personal guidance in a safe and confidential environment.

Inclusion of students of determination

Provision and outcomes for students of determination

Good

- Leaders and governors welcome students of determination as part of the the school's inclusive ethos. Inclusion is a priority in school planning. The experienced head of inclusion is held accountable for outcomes. A strong inclusive education policy guides the ongoing improvement of the provision.
- Although an established identification process is in place, the additional assessment tools are not sufficiently refined to identify student's specific difficulties and to support the improvement in interventions. The monitoring of the emerging needs of children in KG is inconsistent.
- Parents receive frequent progress reports and appreciate the support their children receive. They attend planning meetings and contribute to their children's learning goals but would like more opportunities to be involved even further.
- Most teachers provide curriculum modifications and accommodations, but there is variability in the quality of personal support. Learning support teachers provide effective interventions to support students both in and out, of lessons. Individual education plans (IEPs) guide these interventions, but the included goals mainly concern academic subjects.
- An efficient tracking system that uses assessment, IEP goals and work samples provides evidence of progress over time. Therefore, the school is secure in its knowledge of how well students are achieving. Progress is often above expectations, given students' individual barriers to learning.

For Development:

- Ensure regular checks on KG children's behavior and acquisition of social skills.
- Include personal, social and communication goals in students' IEPs.

6. Leadership and management

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

- Effective and resolute senior leaders, led by the principal, work collaboratively to fulfil the school's vision of continuous improvement. Distributed leadership is successful in maintaining positive relationships and promoting strong levels of morale and wellbeing. Professional training ensures school leaders are kept up to date with educational practices that encourage innovation and creativity. Leaders have been successful in improving students' outcomes and ensuring the school is compliant with statutory requirements.
- The self-evaluation process is systematic and reflected in comprehensive improvement and action plans. Improvement planning is structured carefully with measurable targets and timelines for completion. The improvement plans are working documents, and recommendations from previous inspection visits are given due priority. Leaders are held accountable to act upon the identified priorities. In addition, school leaders are working on the key improvements identified internally.
- Parents are highly supportive of the school, and effective means of communication are in place. Leaders provide parents with regular and useful summaries of the school's priorities and welcome feedback. The school's wellbeing team plays a key role in involving parents in a whole-school approach to care and support. The views of parents are considered fully when teachers report on students' academic and personal progress. The school has effective partnerships with external organizations that provide internships for senior students.
- The governing board has recently approved the establishment of a parent partnership council, with the purpose of providing a voice for parents as key stakeholders. The board monitors the work of the school and holds the leadership accountable for students' performance. The wellbeing team and governing board work closely together to respond to any concerns raised by students, parents or staff. The board provides resources and personnel to address areas for improvement and ensure school priorities are met.
- Effective timetabling, supervision schedules and safety procedures ensure the day-to-day operations run smoothly. Teachers are well-qualified and benefit from a continuous professional training program that is linked to school improvement priorities. The school premises are well maintained and provide a welcoming learning environment, especially in KG. Students have access to a good range of digital technology and mathematical resources. Limited access to science laboratories restricts more in-depth scientific research and investigations for a wider range of students.

For Development:

- Implement the school's plan to improve the quality of teaching and learning.
- Increase students' access to science laboratories to develop their experience in practical work.

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