

INSPECTION REPORT

2022-2023



AL EMAN EDUCATIONAL EST

MOE CURRICULUM

ACCEPTABLE

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SCHOOL INFORMATION

GENERAL INFORMATION

	Location	Al Rashidiya
	Opening year of School	1973
	Website	www.imanDubaischool.com
	Telephone	97142858589
	Principal	Khaled Mohamed Kamel Massoud
	Principal - Date appointed	8/20/2021
	Language of Instruction	Arabic, English
	Inspection Dates	07 to 10 November 2022

STUDENTS

	Gender of students	Boys and girls
	Age range	3 to 14
	Grades or year groups	KG 1 to Grade 8
	Number of students on roll	478
	Number of Emirati students	34
	Number of students of determination	28
	Largest nationality group of students	Arab

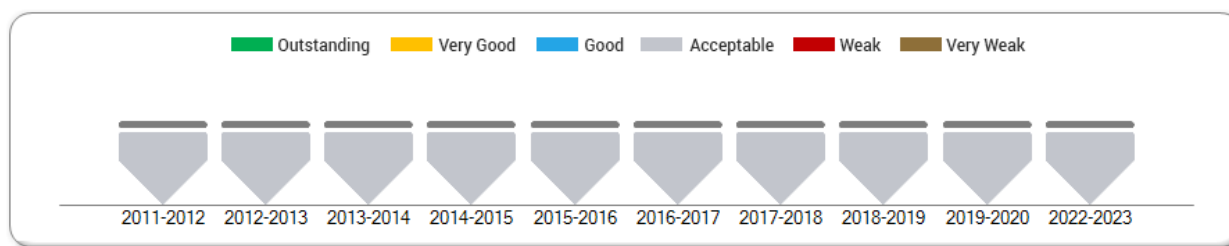
TEACHERS

	Number of teachers	42
	Largest nationality group of teachers	mixed
	Number of teaching assistants	4
	Teacher-student ratio	13
	Number of guidance counsellors	6
	Teacher turnover	33%

CURRICULUM

	Educational Permit/ License	MoE
	Main Curriculum	MoE
	External Tests and Examinations	MoE
	Accreditation	NA

School Journey for AL EMAN EDUCATIONAL EST



Summary of Inspection Findings 2022-2023

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

STUDENTS OUTCOMES

- Students make good progress in Islamic Education, Arabic and English in the Kindergarten (KG), and science in Cycle 2. In Arabic, students are able to analyse the elements of a story. In KG, children acquire a good range of vocabulary in English. Scientific investigations in Cycle 2 are deepening student knowledge and skills. In mathematics, students are yet to develop their skills of reasoning.
- Students across the school demonstrate very responsible attitudes to learning and to one another. Behaviour is more positive in the girls' section. Students are well aware of Islamic values and their relevance to Emirati culture. Their understanding of other world cultures is developing. Through the school's student police committee they demonstrate their ability to take roles of leadership. Few students initiate their own projects.

PROVISION FOR LEARNERS

- Most teachers have secure understanding of their own subjects, but their knowledge of how students learn best is less secure. In some lessons, teachers employ a more instructive approach to learning. This approach does not support students in developing their critical thinking and independent learning skills as rapidly as they should. Teachers do not make enough use of assessment data to plan lessons that meet individual student needs.
- The curriculum is broad, balanced and based on the Ministry of Education (MoE) curriculum. Moral education and UAE social studies are taught in Grades 1 to 8. Curriculum adaptation varies across subjects. It is stronger in Islamic Education, Arabic in KG and science in Cycle 2. Adaptation to meet the needs of different groups of students across the cycles is underdeveloped.
- The school has appropriate arrangements to ensure the health and safety of students, and staff implement them well. Students are well-supervised during the day. Buses are effectively managed and maintained. The school has established and implemented effective systems to care and support students. Positive relationships exist among students and staff. Some appropriate support is provided for students of determination.

LEADERSHIP AND MANAGEMENT

- The principal and his team have aligned the school's vision to the priorities of the UAE. Leaders have made some progress in improving provision for science since the last inspection. The school's self-evaluation and improvement planning require greater accuracy in its evaluation and target setting. The facilities are adequate but there is a lack of technology to support learning. Partnership with parents is a strength.

The best features of the school:

- Students' good progress in Islamic Education, Arabic, English in KG, and science in the upper cycle
- Students' personal development and understanding of Islamic values and Emirati culture
- The health, safety and safeguarding processes in the school
- The strong partnership with parents





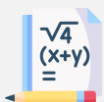

Key Recommendations:

- Improve the quality of teaching and raise attainment and progress in all subjects, by ensuring that teachers make full use of assessment information to plan their work
- Make sure that self-evaluation is based on accurate information and improvement plans have measurable targets that are monitored regularly
- Increase the effectiveness of middle leaders in improving teaching and learning, and students' outcome
- Improve the quality of the learning environment and availability of resources, particularly in the creative arts

Overall School Performance

Acceptable

1. Students' Achievement

		KG	Cycle 1	Cycle 2
 Islamic Education	Attainment	Good	Acceptable	Acceptable
	Progress	Good	Good	Good
 Arabic as a First Language	Attainment	Acceptable	Acceptable	Good
	Progress	Good	Good	Good
 Arabic as an Additional Language	Attainment	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable
 English	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Good	Acceptable	Acceptable
 Mathematics	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable
 Science	Attainment	Acceptable	Acceptable	Good ↑
	Progress	Acceptable	Acceptable	Good ↑

	KG	Cycle 1	Cycle 2
Learning skills	Acceptable	Acceptable	Acceptable

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

	KG	Cycle 1	Cycle 2
Personal development	Good	Good	Very good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable

3. Teaching and assessment

	KG	Cycle 1	Cycle 2
Teaching for effective learning	Acceptable	Acceptable	Acceptable
Assessment	Acceptable	Acceptable	Acceptable

4. Curriculum

	KG	Cycle 1	Cycle 2
Curriculum design and implementation	Acceptable	Acceptable	Acceptable
Curriculum adaptation	Acceptable	Acceptable	Acceptable

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

	KG	Cycle 1	Cycle 2
Health and safety, including arrangements for child protection/ safeguarding	Good	Good	Good
Care and support	Acceptable	Acceptable	Acceptable

6. Leadership and management

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

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 does not fully meet the registration requirements for the National Agenda Parameter

	Whole school	Emirati cohort
Progress in international assessment	is below expectations	is approaching expectations

- Results in the TIMSS international assessments declined between the last two cycles of testing and showed weak progression overall. The school's results did not meet the set targets. Progression in the benchmark assessments of English, mathematics and science is weak for the whole school but acceptable for the Emirati students.

	Whole school
Leadership: data analysis and curricular adaptation	is approaching expectations

- Leaders have started to analyse test data and compare internal assessment and external benchmark scores. Curriculum modifications have been made in terms of content and skills in English, but to a lesser extent in science and mathematics. The impact of leadership promoting the analyses and use of data to improve students' outcomes is unclear.

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

- School leaders and teachers are aware of the identified skills and knowledge gaps arising from the international benchmark assessment report. It has started to implement some initiatives to improve reading and other learning skills. However, there is limited evidence of effective interventions or impact in closing these gaps. Critical thinking, problem-solving and inquiry-based learning are not sufficiently embedded in teaching strategies across the school, except for science in Cycle 2. Opportunities for independent research are limited.

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

For Development:

- Use international and external assessment data analysis to support the setting of appropriate assessment for each subject area and in identifying and supporting gaps in students' learning.
- Expand opportunities for all students to develop the skills of critical thinking, reasoning and enquiry.

Wellbeing

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

- The school has an overall vision and a positive commitment to enhancing the wellbeing of students. A clear direction with a systematic approach, is starting to emerge. This is based on the use of relevant wellbeing data to guide further improvement planning. Developing the wellbeing knowledge of senior leaders and the governing board will further support capacity building and wellbeing promotion. Recent staff appointments provide enhanced levels of wellbeing improvement potential.
- Positive relationships between students and staff promote healthy connections to the school and are helping to support an enjoyment of learning. The counsellor is attentive to the emotional and social needs of students across the phases. The governing board prioritises the health and safety of the school community and has approved resourcing to re-open the catering facilities and enhance its provision. Students, staff and parents are encouraged to voice their suggestions or concerns about life at the school.
- Further developing curriculum, routines and resources in a systematic and informed way will in time enhance wellbeing promotion. Students express high levels of satisfaction and engagement for the school. Across the school cycles, students are aware of the safe and healthy lifestyle choices they should make and are actively supported in doing so by the medical and support staff.

UAE social studies and Moral Education

- The UAE social studies and moral education courses have been modified and are taught as a discrete subject in Grades 1 to 4. In Grades 5 to 8, students have two taught lessons and one supported self-learning lesson. The UAE framework is fully embedded. Students have opportunities to apply their moral, social and cultural learning in subjects across the curriculum.
- Lessons are well planned and structured effectively to build on student's prior learning. Teaching and learning encourage the adoption of strong personal and moral values. Assessment strategies are applied appropriately across all cycles. The adaptation of the curriculum to provide individual challenge for different groups of students is becoming a stronger feature of the subjects.

Main Inspection Report

1. Students' Achievement

Islamic Education

	KG	Cycle 1	Cycle 2
Attainment	Good	Acceptable	Acceptable
Progress	Good	Good	Good

- Most students demonstrate knowledge and understanding that are in line with MoE curriculum standards in lessons, and their recent work. Children in KG are achieving better than in the other cycles. A majority of students make better than expected progress, and girls' achievement is stronger than boys.
- Students demonstrate strong understanding of Islamic values, and the principles of worship, then they do of Islamic laws. Their understanding of the Holy Qur'an, the Hadith and Seerah, is age appropriate. However, students' ability to reference them for evidence of values or rulings is limited.
- The school has begun to improve students' recitation and memorisation skills this year by dedicating one lesson to the Holy Qur'an. However, the impact of this is not yet evident, particularly in the upper grades.

For Development:

- Improve students' Holy Qur'an memorisation and recitation skills by providing more practice in lessons.

Arabic as a First Language

	KG	Cycle 1	Cycle 2
Attainment	Acceptable	Acceptable	Good
Progress	Good	Good	Good

- In lessons and recent work, most students attain the expected Arabic language skills. The school's assessment data shows higher attainment. The highest attainment is in Cycle 2, and the attainment of girls is generally better than boys. The progress of the majority of students in all cycles is above expectations.
- Students' listening and reading skills are a strength in all cycles. Speaking and writing are less well-developed, particularly free writing and extended conversations. Although students can comprehend the texts of different genres, their knowledge and application of grammar is less secure.
- Increased opportunities for students to read extensively and apply their language skills is beginning to improve their development and fluency in writing. Students' ability to express themselves accurately, using standard Arabic, requires further improvement.

For Development:

- Ensure that students improve their language skills and achieve a balance of fluency and accuracy in their use of Arabic.

English

	KG	Cycle 1	Cycle 2
Attainment	Acceptable	Acceptable	Acceptable
Progress	Good	Acceptable	Acceptable

- Children in KG show confidence in oral communication and acquire a good range of vocabulary. Their phonic skills are underdeveloped and do not support improvements in reading and writing. Students in Cycles 1 and 2 are beginning to develop their reading comprehension skills. Overall, reading and writing skills are underdeveloped across the school.
- In their lessons and work children in KG copy letters and recognise simple words with confidence. Students in Cycles 1 and 2 show stronger speaking and listening skills than reading and writing; girls perform better than boys. Writing skills are improving at a faster rate in the lower grades of Cycle 1.
- The school's focus on developing students' basic writing skills and including the correct use of punctuation, spelling and handwriting, are yet to show impact.

For Development:

- Ensure that the children's phonic skills in KG support the development of reading and writing.
- Develop students' punctuation, grammar and presentational skills in Cycle 2.

Mathematics

	KG	Cycle 1	Cycle 2
Attainment	Acceptable	Acceptable	Acceptable
Progress	Acceptable	Acceptable	Acceptable

- In KG2, children can say the number names in order and add sets of objects up to 10 correctly. They can match numbers and objects using one-to-one correspondence and are able to use numbers to 20 in daily conversations.
- Across Cycles 1 and 2 students' results on standardised tests are weak. In Cycle 1, there is a slight increase in students' application of number concepts using numeracy strategies. In Cycle 2, students are developing the ability to use the correct form of standard algorithm.
- Insufficient challenge and low expectations in lessons, is impacting on students' achievements across both cycles. Critical thinking and problem-solving are not consistent features in classroom practice. Therefore, students have limited understanding of different approaches they can use to solve problems.

For Development:

- Improve student outcomes external benchmark tests.
- Provide students with opportunities to tackle problems and tasks that involve higher-order mathematical thinking.

Science

	KG	Cycle 1	Cycle 2
Attainment	Acceptable	Acceptable	Good ↑
Progress	Acceptable	Acceptable	Good ↑

- Most children in KG understand the differences between living and non-living things and use their senses successfully for exploration. Cycle 1 students know the different types of life cycles, animal habitat, and food chain. Cycle 2 students demonstrate strong knowledge and application through practical investigations.
- Children in KG learn science through play. Cycle 1 students recall the different food chains, but application of knowledge is less secure. Scientific knowledge is stronger in Cycle 2, for instance, students can make changes to physical components and work on circuits.
- The school has been successful in embedding practical investigations in Cycle 2. These are impacting on students' understanding and application of scientific knowledge. This approach is yet to show impact in KG and Cycle 1.

For Development:

- Ensure that children in KG and Cycle 1 use accurate scientific terms in lessons and apply scientific methodology during practical activities.
- Ensure that the scientific skills of all groups of students are improved.

Learning Skills

	KG	Cycle 1	Cycle 2
Learning skills	Acceptable	Acceptable	Acceptable

- Most students have positive attitudes, are keen to learn and engage well in lessons. However, when lessons are overly teacher-led students are more passive and opportunities for them to take responsibility for their own learning are limited.
- Students work together enthusiastically in groups when given the opportunity to do so and communicate their learning clearly. With their teachers' help, they frequently make meaningful connections between their learning and real-life experiences.
- Students do not regularly engage in deeper thinking or display skills in problem-solving. Similarly, they do not use technology for inquiry and research. As a result, critical thinking and evaluation skills are less well-developed.

For Development:

- Ensure that all students are able to develop their skills of critical thinking, problem-solving, investigation, innovation and enterprise.
- Provide more planned opportunities for students to use technology to enhance their learning and to carry out independent research.

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

	KG	Cycle 1	Cycle 2
Personal development	Good	Good	Very good

- Across the school students demonstrate very responsible attitudes to learning and respond positively to critical feedback from their teachers, particularly in Cycle 2. Although all students are aware of healthy living, a minority in the upper cycles make unhealthy choices for their food and drinks.
- Students have strong relationships with their one another and adults in the school. This is a strong feature of their social development. Students are respectful, friendly, and willing to help each other in lessons and at break-times.
- Although students' behaviour has improved across the school, behaviour in the girls' section is more positive than in the boys. Most students are punctual to classes; however, their attendance needs improvement.

	KG	Cycle 1	Cycle 2
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good

- Students across the school are aware of Islamic values and understand their impact and relevance to modern society in the UAE. In all phases, students can give examples of many of these values such as, modesty and tolerance.
- Students' knowledge of UAE heritage and culture has improved in all sections of the school. This improvement is seen in students' contributions to the school's assemblies and a range of other related events.
- Students are proud of their own identity and cultures. Most of them can give details about their own heritage and cultures; however, students' knowledge of world cultures is less evident, especially in KG and Cycle 1.

	KG	Cycle 1	Cycle 2
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable

- Students participate in school initiatives and events and some take up leading roles, such as when monitoring students at arrival and dismissal times. Students are considerate for the needs of others and particularly new students to the school.
- Students show positive work ethic, and many express their wish to have careers in medicine, engineering, artificial intelligence and other service sectors. They participate in projects under the direction of their teachers but few take ownerships of initiatives and projects themselves.
- Students understand and contribute to the maintenance of a clean school environment. Their knowledge and awareness of sustainability and climate changes is limited. Their participation in activities that support sustainability and conservation in their local environment is limited.

For Development:

- Ensure that all students make healthy eating choices and are in regular attendance.
- Improve students' awareness of world cultures by providing more inter-cultural activities in all cycles.
- Raise students' awareness of environmental issues and actions to help environmental sustainability.

3. Teaching and assessment

	KG	Cycle 1	Cycle 2
Teaching for effective learning	Acceptable	Acceptable	Acceptable

- Most teachers have secure understanding of their own subjects which they apply across all phases. This is a particular strength in science in Cycle 2 where teachers use scientific investigation to deepen students' understanding and knowledge.
- Interactions are positive and in the more effective lessons, questioning by teachers, encourages discussion and promotes deeper thinking. However, in other lessons teachers employ a more instructive approach. This results in students being less engaged and have fewer opportunities for reflection and meaningful discussions.
- In general, teachers' expectations are not high enough. In a majority of lessons there is insufficient support for less able students and work for the more able is too easy. There are too few opportunities for the development of critical thinking, innovation and independent learning skills.

	KG	Cycle 1	Cycle 2
Assessment	Acceptable	Acceptable	Acceptable

- Teachers in KG know their children well because they record their observations as they learn and play. Elsewhere in the school assessment data is compiled to help teachers to determine student ability groups and their needs but is not always used effectively in lessons to promote learning.
- Improvements to assessment procedures have been introduced and students' progress is tracked in all subjects. The school compares the outcomes of internal assessments with external benchmark test results. However, not enough use is made of this information to close identified gaps in students' learning.
- Internal assessments of students' attainment and progress are not accurate. Teachers' marking of students' work and their written feedback, do not always provide clear guidance on how the work can be improved.

For Development:

- Provide more opportunities for students to engage in activities that promote independent learning, critical thinking and innovation.
- Make use of assessment information to match tasks to student learning needs and ensure that written feedback to students gives guidance on how to improve their work.

4. Curriculum

	KG	Cycle 1	Cycle 2
Curriculum design and implementation	Acceptable	Acceptable	Acceptable

- The curriculum is based on the MoE standards. It is broad and balanced and reflects the vision of the UAE. The curriculum builds on student's knowledge and prepares them for the next stage in learning. It is designed to meet the needs of most groups of students.
- Curriculum planning is systematic, and implementation is supported by subject textbooks to promote continuity and progression. Subject reviews are regular and revisited at the end of each term. Students are provided with a limited range of activities that allow them to follow their personal interests.
- There are appropriate links between subjects. Moral education and UAE social studies are taught as dedicated subjects in Grades 1 to 8. Students participate in a limited range of extra-curricular activities, which extend their achievement opportunities.

	KG	Cycle 1	Cycle 2
Curriculum adaptation	Acceptable	Acceptable	Acceptable

- Curriculum adaptation varies across subjects. It is stronger in Islamic Education, Arabic in KG and science in Cycle 2. Adaptation to meet the needs of different groups of students across the phases remains an underdeveloped aspect of the school's provision.
- A range of courses provide opportunities for students to develop creatively through art and drama, and academically in core subjects, promoting wider openings for their next stage of learning. A number of extra-curricular activities promote students' skill development and contribute to their health and wellbeing.
- Students develop a strong, understanding of UAE culture and traditions including their own home countries. They strengthen their values and knowledge of Islam through Islamic Education, moral, social and cultural education, particularly through real-life experiences when celebrating National events days in school.
- Arabic language is taught in the KG for 40 minutes a week.

For Development:

- Build on the adaptation of learning in lessons to meet the needs of students with different abilities.
- Provide opportunities for students to participate in activities that develop their skills of analysis, critical thinking and innovation.
- Increase the extra-curricular activities to further students' development.

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

	KG	Cycle 1	Cycle 2
Health and safety, including arrangements for child protection / safeguarding	Good	Good	Good

- The school has adequate arrangements to ensure health and safety and staff implement them well. Students are well-supervised during the day and when on school transport. The addition of a disability parking place and extra security cameras are ensuring that students are closely monitored when arriving and leaving school.
- The school building and the outside areas, although not well-maintained are clean and tidy. There are suitable washrooms and toilets available in each section. The medical staff respond appropriately to issues of health. Secure records are kept of any incidents and medical needs, and medicines are stored safely.
- The school has recently expanded and renovated parts of the classrooms and added ramps for students with physical disabilities. Students are aware of healthy lifestyles and are encouraged to bring healthy snacks to school.

	KG	Cycle 1	Cycle 2
Care and support	Acceptable	Acceptable	Acceptable

- The school has implemented effective systems to promote positive relationships among students and staff. Incidents of misbehaviour are investigated and addressed successfully. Attendance is closely monitored, and absences investigated with parents. The school is working on eliminating some variance in attendance and the occasional late arrival to school.
- The school partners with a professional centre to identify the learning needs of students of determination and to plan for their support. Curricular modifications are appropriately implemented for most students of determination. Students with gifts and talents are beginning to be identified but targeted support is at an early stage of implementation.
- The counsellor is attentive to the emotional and social needs of students across the phases. Some guidance on career paths and continuing education are provided for older students.

For Development:

- Ensure that the new installed systems of attendance management promote higher rates of attendance and punctuality.

Inclusion of students of determination

Provision and outcomes for students of determination

Acceptable

- The inclusion leader and inclusion governor are both committed to providing a positive educational experience for students of determination. The training of teachers on students' varying educational needs and the tracking of their progress are examples of priorities indicated in the department's improvement plan.
- The school has appropriately qualified personnel to identify and assess students' developmental and academic needs. In case of more complex needs, the school draws on external professionals to ensure the accurate assessment of students' needs.
- Parents are kept well-informed and appreciate the support and attention which they receive from the school. They work collaboratively to reinforce learning between home and school.
- Students' Individual Educational Plans (IEPs) lack clarity in terms of learning targets and appropriate teaching, support strategies. Their links to lesson planning is not always evidenced in all subjects.
- The lack of resources, including learning support assistants and technology, is restricts the provision of more personalised support. This impacts on the progress that students of determination make in relation to their learning targets.

For Development:

- Ensure that students' IEPs clearly specify the student's learning targets and the appropriate support strategies.
- Enhance teachers' skills in modifying lesson planning to meet the needs of students of determination.

6. Leadership and management

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

- Leaders at all levels articulate a vision of the school which is in line with the priorities of the UAE. They aim to develop a young generation of learners well-equipped to face future challenges. Most have a basic knowledge and understanding of the best educational practices. They are developing an inclusive school culture and a positive learning environment. Most middle leaders are still developing their subject leadership skills. Their capacity to improve varies according to their skills and experience.
- Self-evaluation and improvement planning procedures are in place. However, they are not based on the accurate analyses of all data. Leaders have achieved some progress in addressing the recommendations of the previous inspection. They monitor the quality of teaching regularly, but do not focus enough on the progress students make in lessons and over-time. Improvement plans, including detailed departmental plans, are in place but actions and targets are not measurable and so it is not possible to monitor progress towards the targets
- Through a variety of channels, the school provides parents with regular communication on their children's learning. However, reports to parents lack the detail necessary for parents to support their children's learning at home. All parents are invited to participate in the school's activities and celebrations of national and religious events. The school has some links with local institutions for instance, the Red Crescent and Dubai Police.
- Members of the governing board, including parents, teachers and the community, provide a range of expertise and knowledge. This is being used well to support school improvement initiatives. However, while governors are fully supportive, they do not fulfill their roles as 'critical friends' to challenge school leaders for more rapid improvement.
- The school is run effectively by the principal and his team on day-by-day basis. There are well-established processes and routines. The school's premises, facilities and resources although improving are still limited in both quantity and quality, including the lack of creative art and enrichment facilities. Teachers benefit from up-to-date professional development. The newly established information technology system is yet to show positive impact on students' learning and achievement.

For Development:

- Strengthen the leadership skills of all middle leaders.
- Provide school improvement plans that are sharply focused and clearly linked to student outcomes.
- Consider how the governing body may also be a 'critical friend' in supporting the school's leadership team.
- Continue to improve the school's facilities to enrich learning.

What happens next?

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

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

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

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

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