

# INSPECTION REPORT

2022-2023



**CLARION SCHOOL L.L.C**

**US CURRICULUM**

**ACCEPTABLE**

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## SCHOOL INFORMATION

### GENERAL INFORMATION

	Location	Al Quoz 1
	Opening year of School	2016
	Website	www.clarionschooldubai.com
	Telephone	04-4073000
	Principal	Larry Roberts Thaxter
	Principal - Date appointed	9/1/2022
	Language of Instruction	English
	Inspection Dates	23 to 27 October 2022

### STUDENTS

	Gender of students	Boys and girls
	Age range	3 to 12
	Grades or year groups	Pre-KG to Grade 7
	Number of students on roll	351
	Number of Emirati students	21
	Number of students of determination	37
	Largest nationality group of students	US

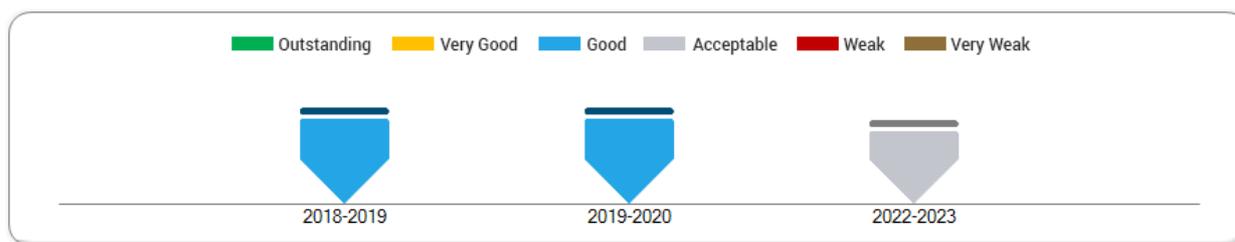
### TEACHERS

	Number of teachers	42
	Largest nationality group of teachers	USA
	Number of teaching assistants	17
	Teacher-student ratio	1:8
	Number of guidance counsellors	1
	Teacher turnover	0

### CURRICULUM

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

### School Journey for CLARION SCHOOL L.L.C



## Summary of Inspection Findings 2022-2023

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

### STUDENTS' OUTCOMES

- Since the previous inspection, students' attainment in mathematics, Islamic Education and Arabic (both as first and additional language) have improved in the elementary school. Assessment in the Kindergarten (KG) has improved, as has inclusion. Achievement in all subjects is lower in the middle school than it is in the elementary school. Students in inclusion programs and children in the KG make better progress.
- Across the school, students demonstrate sound understanding of safe and healthy living. They make appropriate choices about their own health and safety. They have strong participation in many school sports throughout the year. In some lessons, more evidently in the middle school, a few students have casual attitudes towards learning.

### PROVISION FOR LEARNERS

- Teaching is better in the KG and the elementary school and is stronger in science and mathematics. Assessment practices have improved in the KG and for Inclusion. Assessment systems for gathering and analyzing data have improved throughout the school.
- The school's overall curriculum review and development process now includes Arabic and Islamic education. This is yet to affect the quality of teaching and students' outcomes in those two subjects. The learning needs of students with gifts and talents and the high achievers are now taken into greater consideration in the lesson planning. The more personalized curriculum offered in the KG and inclusion program is improving students' progress.
- The policies and procedures for managing students' behavior are effective in the KG and elementary school, but less so in the middle school. The school has robust systems to identify students of determination and those with gifts and talents, with early identification starting in the KG.
- Challenging tasks and support which match the needs of students of determination and those with gifts and talents are now evident in lessons across all phases.

### LEADERSHIP AND MANAGEMENT

- The senior leadership team has been strengthened recently to focus on learning outcomes. The procedures for improving assessments and the curriculum are developing quite rapidly.
- Middle leadership roles are aligned horizontally. There are plans to align them vertically to improve the monitoring of students' achievements, especially in the middle school.
- The leadership of Inclusion and the KG has strengthened, and learning outcomes are consequently improved.

### The Best Features of The School

- The school's relationships with parents
- The improving learning outcomes in the KG and inclusion
- The secure, healthy and safe learning environment
- The improved procedures underpinning assessments of learning and the curriculum.

### Key Recommendations:

Leaders at all levels should ensure that:

- students' attainment and progress improve rapidly
- the process of self-evaluation is closely informed by students' outcomes
- improvement plans are more measurable and specific
- there is a shared understanding of what good quality assessments, curriculum and teaching look like and of how to monitor them in classrooms.

## Overall School Performance

Acceptable ↓

### 1. Students' Achievement

		KG	Elementary	Middle
<p>Islamic Education</p>	Attainment	Not applicable	Acceptable ↑	Weak
	Progress	Not applicable	Acceptable	Acceptable
<p>Arabic as a First Language</p>	Attainment	Not applicable	Weak	Weak
	Progress	Not applicable	Acceptable ↑	Acceptable
<p>Arabic as an Additional Language</p>	Attainment	Not applicable	Weak	Weak
	Progress	Not applicable	Acceptable ↑	Weak
<p>English</p>	Attainment	Good	Acceptable ↓	Acceptable
	Progress	Good	Acceptable ↓	Acceptable
<p>Mathematics</p>	Attainment	Good	Good ↑	Acceptable
	Progress	Good	Good	Acceptable
<p>Science</p>	Attainment	Good	Good	Acceptable
	Progress	Good	Good	Acceptable

	KG	Elementary	Middle
Learning skills	Good	Good	Acceptable

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

	KG	Elementary	Middle
Personal development	Good ↓	Good ↓	Good
Understanding of Islamic values and awareness of Emirati and world cultures	Acceptable	Acceptable	Acceptable
Social responsibility and innovation skills	Good ↓	Good ↓	Good

## 3. Teaching and assessment

	KG	Elementary	Middle
Teaching for effective learning	Good	Acceptable ↓	Acceptable
Assessment	Good ↑	Acceptable	Acceptable

## 4. Curriculum

	KG	Elementary	Middle
Curriculum design and implementation	Good	Good	Good
Curriculum adaptation	Good	Good	Good

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

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

## 6. Leadership and management

The effectiveness of leadership	Good
School self-evaluation and improvement planning	Acceptable
Parents and the community	Very good
Governance	Acceptable
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 does not fully meet the registration requirements for the National Agenda Parameter.**

	Whole school	Emirati cohort
<b>Progress in international assessment</b>	<b>is approaching expectations</b>	<b>is below expectations</b>

- The school participated in the TIMSS 2019 tests for the first time. Grade 4 students' scores were at the High International Benchmark in mathematics and at the Intermediate International Benchmark in science. The outcomes of the MAP assessments show declines over two years for the whole school.
- Emirati students were not part of the 2019 TIMSS assessment. Their outcomes in the MAP assessments were not in line with the whole school cohort. Their progress was less than that of their peers.

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

- The MAP data have been well analyzed to identify learning gaps. This process is underdeveloped for the TIMSS data. There is some positive effect from a better focus on students' cognitive skills in the context of a progressive curriculum.

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

- Students' reading literacy across the whole school is not as strong as their wider learning skills. Both aspects are developing.
- Emirati students' reading literacy is marginally better than that of the whole school cohort. Their wider learning skills are developing well.

**Overall, the schools' progress toward achieving the UAE National Agenda targets is approaching expectations.**

#### For Development:

- Ensure that there is full analysis of all international assessment data for improved curriculum adaptation and teaching, to achieve better learning outcomes.
- Ensure that students have more opportunities to apply their learning skills to real life and to read extensively in all subjects.

## Wellbeing

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

- Governors and senior leaders recognise that the school needs policies and procedures to ensure the wellbeing of all students, teachers and parents. A team is being developed to articulate the school's vision clearly. Governors hold the leaders to account to implement changes and to ensure provision for wellbeing. However, this is not data informed. Data has not been collected from annual surveys or internal surveys to inform the wellbeing of students, teachers or parents. The implementation of an assessment of wellbeing that is comprehensive, providing valid and reliable data is a priority for the school.
- Across all phases, students are very well cared for and appropriately supported by trained staff. Teachers work closely with the counselor, parents, inclusion staff and senior leaders. This ensures, across all phases, the consistent identification of wellbeing issues and access to student support services. Leaders understand the need to provide further support in the middle school to promote student's self-regulation capability. Staff participate in ongoing professional development and training. Monthly team building and wellbeing sessions focus on building an engaging work culture. There is insufficient opportunity for parents, staff and students to consider and provide their feedback about wellbeing matters.
- The school has implemented a 'responsive classroom' in some phases. This approach stresses the importance of fusing social-emotional learning with academic learning to create the optimal environment for success. The aim is to implement this in a school-wide manner. However, there are many new teachers who need training. Students generally have appropriate knowledge of healthy lifestyles, and the school is planning to extend this further. Students have positive and responsible attitudes.

## UAE social studies and Moral Education

- The school uses the Moral Social and Cultural framework (MSC), which integrates moral education and social studies curriculum standards. It is sufficiently developed to provide a foundation to achieve the expected learning outcomes in both areas. The delivery of the MSC curriculum is embedded throughout the subjects, especially in English and inquiry lessons. In addition, one lesson per week is dedicated to moral education.
- Teachers provide students with many opportunities to learn independently. Students engage well in debates and can provide evidence to support their views on various topics. They participate in open-ended projects that require them to collaborate in groups. The school uses formative and summative assessments that often include open-ended questions that require students to write about their opinions.

## Main Inspection Report

### 1. Students' Achievement

#### Islamic Education

	KG	Elementary	Middle
Attainment	Not applicable	Acceptable ↑	Weak
Progress	Not applicable	Acceptable	Acceptable

- Internal progress data do not reflect students' progress as observed in lessons and their work samples. In lessons, students make adequate progress. In the elementary grades, a minority of Arabic speaking students cannot access the curriculum because of their poor reading skills.
- In the elementary school, students memorize and recite short Holy Qur'an Suras and Du'a. They demonstrate adequate knowledge of Islamic etiquette and moral values. In lessons taught in Arabic, a minority can read short verses and Hadiths in Arabic to infer desirable deeds. In both phases students' knowledge of Seera and jurisprudence is inconsistent.
- The introduction of Thursday midday prayer has positive impact on students' knowledge of how to pray. The school does not modify the curriculum adequately to make it accessible for students who struggle with reading in Arabic.

#### For Development:

- Develop students' knowledge of Seerah and jurisprudence.
- Ensure that all students can access the curriculum by raising their literacy skills in Arabic.
- Ensure adequate coverage of all areas of the curriculum in the middle school.

#### Arabic as a First Language

	KG	Elementary	Middle
Attainment	Not applicable	Weak	Weak
Progress	Not applicable	Acceptable ↑	Acceptable

- Students' attainment has not changed since the previous inspection in both phases. Students' language skills are below the curriculum expectations. Students in Grades 2 and 4 demonstrate modest improvements in the majority of language skills when compared with their starting points.
- Students find it challenging to read independently and comprehend the texts that are given to them. They do not communicate orally in Arabic during lessons. Grade 4 students can read basic Arabic vocabulary, but their writing skills are underdeveloped.
- Although all classrooms are equipped with resources such as leveled Arabic reading programs and technology, these may not be used consistently to improve students' learning.

#### For Development:

- Improve students' literacy skills so that they are in line with the curriculum standards.
- Ensure that students develop their macro language skills through activities that integrate different language aspects.

### Arabic as an Additional Language

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

- Students are making better progress in comparison with the previous inspection. Most students exhibit knowledge and understanding that are in line with the curriculum expectations. However, students in the middle school make less progress in their language acquisition.
- Most students find it difficult to communicate using simple Arabic vocabulary and sentence structures. Due to a lack of fundamental vocabulary and Arabic language exposure outside the classrooms, their reading and comprehension abilities are underdeveloped. Students in the lower elementary grades make better progress in relating the lessons to their personal experiences.
- The school provides ongoing training on teaching and learning methods. The impact of this training on students' achievements is yet to be consistently evident.

**For Development:**

- Enhance students' literacy abilities and make sure that all four language skills are covered, in line with the MoE curriculum.

### English

	KG	Elementary	Middle
Attainment	Good	Acceptable	Acceptable
Progress	Good	Acceptable	Acceptable

- In the KG, children show language development that exceeds their age expectations. In the other two phases, the internal and external assessment data indicate that students' outcomes are just in line with the curriculum standards. Across the school, progress by students in lessons and in their most recent work is relatively better than what the data show.
- Children in the KG can identify initial phonic sounds, copy familiar sight words correctly and write simple sentences. In the other phases, students' oral language skills are more developed. However, their reading comprehension is still developing, as most students just exhibit superficial levels of understanding of texts. Most of the students' writings are brief and only cover a narrow range of genres.
- Students' higher-order and critical thinking skills are underdeveloped, since there are few opportunities for meaningful experiences that promote deep understanding.

**For Development:**

- Teach for deep understanding and the development of all language skills, particularly reading comprehension and extended writing.

## Mathematics

	KG	Elementary	Middle
Attainment	Good	Good ↑	Acceptable
Progress	Good	Good	Acceptable

- Students' attainment and progress against the internal and external curriculum standards are as expected in middle school. They are better in the KG and elementary school. Students' attainment and progress in lessons are better than expected in those two phases.
- In the KG, children can identify 'more than' and 'less than' when using numbers. In the elementary and middle school, students have secure knowledge and understanding, which they apply reasonably well in practical problems, including data display, algebra and geometric shapes.
- Emirati students' progress and attainment are in line with those of their peers in the KG and the elementary school. Their attainment and progress are not as good in the middle school, where Emirati students lag behind their peers.

### For Development:

- Ensure that more students have opportunities to apply their knowledge and understanding of mathematical concepts to real-life experiences.

## Science

	KG	Elementary	Middle
Attainment	Good	Good	Acceptable
Progress	Good	Good	Acceptable

- In the middle school, students' most recent internal test and MAP test data point to acceptable attainment. The attainment and progress levels evident in lessons are stronger than those shown by the assessment data.
- In lessons across the phases, students develop their scientific skills through open-ended investigations that they lead at their own pace. They often engage in design and engineering projects that enable them to develop their understanding of scientific concepts. In the middle school, students develop their understanding and skills at a slower rate.
- The department has recently ensured that the science laboratory is used by students in all grade levels. This is to allow students to get more opportunities for hands-on experiments.

### For Development:

- Improve students' achievement levels as measured by school based and external assessments.

## Learning Skills

	KG	Elementary	Middle
Learning skills	Good	Good	Acceptable

- Students' learning skills are better developed in the lower two phases of the school than those in the middle school. Generally, students exhibit productive learning behavior, particularly when teachers are more assertive and ensure students' full involvement in all stages of the lesson.
- Students' active engagement and their abilities to take responsibility for learning are evident in the most effective lessons. Students interact well with their teachers and effectively collaborate when opportunities are given for them. They can clearly communicate their learning in most subjects. Making connections to the real world is a developing feature of learning. It is often evident in the Units of Inquiry.
- In the lessons that are characterized by probing discussions and activities that promote deep critical thinking, students demonstrate good levels of skill in solving problems and reflecting on their learning.

### For Development:

- Improve students' focus on tasks by developing teachers' classroom management skills.

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

	KG	Elementary	Middle
Personal development	Good ↓	Good ↓	Good

- Students have positive and responsible attitudes. They respect and follow school rules in and out of lessons. Their behavior generally contributes to a safe and orderly learning community. Relationships among students and with staff are respectful. In some lessons, few students show casual attitudes towards learning.
- Students demonstrate sound understanding of safe and healthy living. They make appropriate choices about their own health and safety. They have high participation rates in many school sports throughout the year.
- The overall rate of attendance is less than 92 per cent. A minority of students consistently arrives late at school.

	KG	Elementary	Middle
Understanding of Islamic values and awareness of Emirati and world cultures	Acceptable	Acceptable	Acceptable

- Students have adequate appreciation and understanding of how Islamic values influence contemporary UAE society. They appreciate the honesty and safety they experience in their communities in Dubai.
- Students have basic knowledge of the heritage and culture of the UAE. Their understanding of the history of the country and its leaders is developing. Students stand up during the playing of the National anthem, but they do not sing along.
- Students demonstrate clear understanding, awareness and appreciation of their own cultures. They are proud and passionate to talk about aspects of their cultures. Students' participation in the International Day celebration at school and traveling abroad help develop their awareness of the world's different cultures.

	KG	Elementary	Middle
Social responsibility and innovation skills	Good ↓	Good ↓	Good

- Students understand their personal responsibilities and make contributions in their lessons and school activities. They are actively participating in the care of their classrooms and the environment of the school.
- Students have well-developed civic responsibility and contribute to their community in a variety of ways. These have been evident in their charitable projects, such as food appeals during floods in Pakistan and donating books to schools in Africa.
- Most students show clear awareness of environmental factors and are taking increasing responsibility to address them. An example is their participation in recycling initiatives at school. However, there are limited opportunities for students to initiate and manage their own projects.

### For Development:

- Improve students' attendance rate and punctuality to lessons throughout the school day.
- Develop students' knowledge of Islamic values and Emirati culture.

### 3. Teaching and assessment

	KG	Elementary	Middle
Teaching for effective learning	Good	Acceptable ↓	Acceptable

- Teachers have secure subject knowledge but varying degrees of pedagogical understanding. The consistency of teaching is greater in mathematics and science and lesser in English Language Arts and the Ministry of Education (MoE) subjects.
- Lesson planning is standardized and well linked to the curriculum expectations. Teachers mostly use varied strategies to promote active and independent learning. These are inconsistently implemented. Some students are under-challenged and may not achieve the expected levels of knowledge and understanding
- Teachers' questioning provides appropriate opportunities for students to think critically. Teachers encourage students to take responsibility for learning and routinely provide work that includes choices and varying levels of difficulty. Nevertheless, the different activities may not accurately meet all students' identified needs. Lesson closures do not allow teachers to rigorously measure the progress of all students.

	KG	Elementary	Middle
Assessment	Good ↑	Acceptable	Acceptable

- The school has responded well to the previous inspection report's recommendations. There are established procedures for recording and analyzing internal and external assessment results. These include benchmarked assessments of students' abilities and their reading skills. Internal assessment data are mainly aligned with the external data.
- Assessment data are used to identify students' starting points and to monitor their individual and group attainment and progress over time. Thus, the school has established a progress tracking system. These analyses and tracking results are shared with teachers to inform lesson plans.
- There is evidence that shows data is used to influence students' progress and attainment, teachers' planning and differentiation strategies and curriculum review. Most teachers know their students reasonably well. There is scope to improve the impact of the assessment information on students' overall achievements.

#### For Development:

- Ensure the engagement of all students in class discussions by allowing thinking time, thus developing deep understanding and application of knowledge.
- Ensure that all teachers use simplified assessment data to plan lessons that challenge and support their students.

## 4. Curriculum

	KG	Elementary	Middle
Curriculum design and implementation	Good	Good	Good

- The school's adopted curriculum closely follows the New York State standards and the UAE MoE standards. It meets the needs of almost all students, including students of determination. It offers plenty of choices through a variety of classroom activities that match students' interests and aspirations.
- The school consistently plans cross-curricular links and implements them effectively using a thematic approach. The school reviews the curriculum on a regular basis to ensure it is appropriately mapped and balanced in terms of scope and sequence.
- The school's overall curriculum review and development process now includes Arabic and Islamic education. This is yet to enhance the quality of teaching and students' outcomes in these two subjects.

	KG	Elementary	Middle
Curriculum adaptation	Good	Good	Good

- The school modifies the curriculum to meet the needs of almost all groups of students. The learning needs of students with gifts and talents and the high achievers are now taken more into consideration when planning. However, the modifications may not be evident in all lessons.
- The curriculum makes learning interesting and motivates students to learn and develop their skills. Many activities enable students to develop their innovation, creativity and social contributions. The curriculum is planned to ensure that students develop solid understanding of the UAE's values, culture and society.
- The school provides a wide range of extra-curricular activities to enrich students' learning experiences. Middle leaders and teachers receive ongoing training on how to review, develop and modify the curriculum.
- The curriculum includes Arabic lessons in the KG for 90 minutes per week.

### For Development:

- Ensure that the adaptations made to meet students' varying needs are evident in all lessons.

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

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

- The school has rigorous systems in place for the safeguarding, care and protection of students. Policies are shared with parents, and appropriate training has been completed by all staff members. The health and safety and facilities managers undertake frequent and robust checks of the premises and resources.
- The school provides a safe, hygienic and secure environment for students and staff. Records of health and safety procedures are up to date. Appropriate risk assessments are completed in relation to visits and potentially hazardous activities.
- The school encourages students to choose fit and healthy lifestyles through an educational program delivered by the resident nurse. Students also participate in a broad and regular program of physical education. There are numerous sports activities and clubs available to students.

	KG	Elementary	Middle
Care and support	Good	Good	Good

- Policies and procedures for managing students' behavior are effective in the KG and elementary school, but less so in the middle school. Teachers have very positive relationships with their students and care about their wellbeing.
- The school has established an inclusive, supportive environment to meet the needs of all students. The school has robust systems to identify students of determination and those with gifts and talents. Challenge and support that match the needs of students of determination and those with gifts and talents are evident in lessons across all phases.
- Systems are in place to monitor students' attendance and punctuality. However, the continued absences and lateness to class across all phases negatively affect learning. The school closely monitors the personal development of all students.

### For Development:

- Urgently address the low attendance and poor punctuality by ensuring that all parents and students appreciate the value of attendance and promptness.
- Improve students' behavior in the middle school.
- Provide comprehensive healthy lifestyle programs that are embedded into all aspects of school life.

## Inclusion of students of determination

### Provision and outcomes for students of determination

Good ↑

- Strong leadership and a commitment to inclusion ensure high quality provision and outcomes for students of determination.
- The identification of students of determination and their barriers to learning are accurate. As a result, specific measurable targets are included in the students' IEPs.
- The school empowers parents to fully participate in their children's education and values their contributions. Parents would appreciate more frequent meetings to share information and resources.
- Students of determination are engaged in meaningful and relevant learning opportunities in line with their specific levels of need. Personal support promotes confidence and resilience for such students to become more independent.
- The differentiated teaching in some classrooms and the effective work of the specialist team ensure that students of determination make good progress. More frequent monitoring to adjust the students' learning targets would enhance their academic progress.

#### For Development:

- Update the Inclusive Education Improvement Plan to include review, planning, implementation, monitoring and evaluation.
- Meet more regularly with classroom teachers to monitor progress data and to adjust the targets for students of determination to match their specific needs.

## 6. Leadership and management

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

- Leaders at all levels share the school's ambitious and adventurous vision. There is a developing understanding of what high quality teaching, learning, curriculum and assessment look like. Delegated leadership ensures that leaders at all levels are involved with learning and achievement, although not always from a subject viewpoint. The improvement agenda is led by senior leaders. The effects of these improvements are monitored but are yet to be fully realized. The school is compliant with all regulations.
- The process of self-evaluation uses data from external and internal sources. The views of teachers, students and parents inform the process, which produces slightly inflated judgements that are not thoroughly supported by evidence. Time-sensitive targets, which are attainable and realistic, are regularly reviewed but may not be measurable or specific. Notable improvements, such as an increased focus on personalized learning, especially in the KG and for inclusion, have resulted from this process. The monitoring of teaching and learning is not sufficiently focused on students' achievements.
- Parents play very active roles in the life of the school. They feel welcomed and valued. They fully embrace and support the ambitious vision of the school. They are represented on the Governing Board, and their views are considered in school improvement planning. They receive communications via email, message groups, telephone and learning platforms. The personal and academic achievements of their children are reported regularly, in written and oral forms. Parents are aware of how they can help to move their children's learning forward.
- The governors represent the school community, including parents and teachers. They try to capture the voice of the students, and they meet regularly, using their varied expertise help to improve the school. They are informed regularly about issues in the school and discuss these with school leaders, holding them to account for students' achievement and personal development. They ensure that parents are informed about developments in the school. They ensure that high quality resources are available.
- The school runs smoothly, ensuring that students and teachers move around efficiently. Signs give clear directions. Parents are informed about all events. Teachers and other staff members are suitably deployed. The premises and facilities are spacious, clean and bright and can support powerful learning experiences. The school is generally very well resourced. Specialist areas, such as the laboratories and the drama studio need development to support adequate learning.

### For Development:

- Ensure that all leaders and teachers share an understanding of what high quality teaching and learning look like.
- Ensure that parents have more opportunities to contribute to the school, especially as it moves towards a fully populated middle school.
- Ensure that resources are effectively deployed to support teaching and learning, especially in middle school.

## What happens next?

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

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

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

Dubai Schools Inspection Bureau  
Knowledge and Human Development Authority

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