

INSPECTION REPORT

2022-2023



AL MAAREF PRIVATE SCHOOL L.L.C

US CURRICULUM

ACCEPTABLE

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SCHOOL INFORMATION

GENERAL INFORMATION

	Location	Al Qusais
	Opening year of School	1987
	Website	www.almaarefps.com
	Telephone	+97142988881
	Principal	Mohamed Motawea (Acting)
	Principal - Date appointed	9/27/2022
	Language of Instruction	English, Arabic
	Inspection Dates	06 to 10 March 2023

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	1123
	Number of Emirati students	165
	Number of students of determination	27
	Largest nationality group of students	Arabic

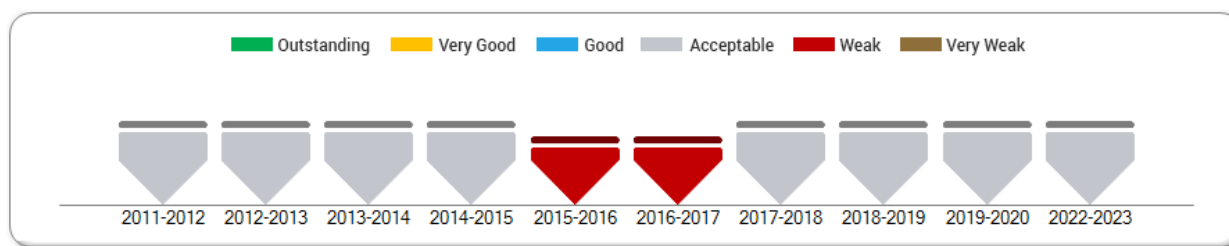
TEACHERS

	Number of teachers	83
	Largest nationality group of teachers	Egyptian
	Number of teaching assistants	10
	Teacher-student ratio	1:14
	Number of guidance counsellors	2
	Teacher turnover	41%

CURRICULUM

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

School Journey for AL MAAREF PRIVATE 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	- Students make appropriate progress and demonstrate acceptable attainment in almost all subjects. Attainment in science is slightly better than in other subjects. Students' learning skills are variable. In the better lessons, they work independently and use technology to carry out research. Almost all are motivated and engage confidently in their learning. Most collaborate well in group discussions. - Students' personal and social development is a strength of the school. In all phases, students are respectful and show positive attitudes towards their peers and teachers. They have a strong understanding of Islamic values, the culture of the UAE, and other world cultures. Attendance rates are below expectations. Students participate in activities to care for their school environment and the local community.
PROVISION FOR LEARNERS	- Teaching is acceptable across all phases. Teachers have secure subject knowledge, but their understanding of how children learn best is variable. In many lessons, teachers dominate the learning process and thereby hinder the development of independent learning skills. The school collects and analyzes assessment data, but the use of this information to guide teaching is only emerging. - The curriculum follows the California Common Core State Standards (CCSS), Next Generation Science Standards (NGSS) and the Ministry of Education (MoE) standards. The school is working to improve the alignment of the curriculum using a curriculum management system. Curriculum adaptation is adequate. The curriculum links well to the culture and society of the UAE. - The school has very effective procedures in place to ensure the health and safety of all students and members of staff. The systems used to promote attendance and punctuality are barely adequate as attendance remains low. Punctuality to the first lesson remains a challenge for many students. The identification and support of students of determination remain adequate.
LEADERSHIP AND MANAGEMENT	Senior leaders have started to share the school's new vision and mission with all stakeholders. The self-evaluation process has produced a reasonably realistic view of the school's performance. Improvement plans have not yet had a substantial impact on students' outcomes. Parents are highly supportive of the new direction which the school has taken. Governors are aware of the school's challenges and are supporting it appropriately. Resources for learning have improved.

The best features of the school:

- The school's procedures and processes to secure students' health, safety and wellbeing.
- Parents' good support for the school and their satisfaction with the quality of education.
- Students' personal and social development and their understanding of Islamic values, of the culture of the UAE and other world cultures.

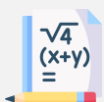
Key recommendations:

- As a matter of urgency, secure the appointment of a qualified and experienced permanent school principal.
- Ensure that school improvement planning has a direct impact on students' attainment and progress in all the subjects and across all the phases.
- Enhance the quality of teaching across the school.

Overall School Performance

Acceptable

1. Students' Achievement

		KG	Elementary	Middle	High
 Islamic Education	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable	Acceptable ↓
 Arabic as a First Language	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable	Acceptable ↓
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable ↑	Acceptable	Acceptable
	Progress	Not applicable	Acceptable ↑	Acceptable ↓	Acceptable
 English	Attainment	Acceptable ↓	Acceptable	Acceptable	Acceptable
	Progress	Acceptable ↓	Acceptable	Acceptable	Acceptable
 Mathematics	Attainment	Acceptable	Acceptable	Acceptable ↑	Acceptable
	Progress	Acceptable ↓	Acceptable ↓	Acceptable	Good
 Science	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	↓ Acceptable	Acceptable	Acceptable	Acceptable ↓

	KG	Elementary	Middle	High
Learning skills	Acceptable ↓	Acceptable	Acceptable	Acceptable

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

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

3. Teaching and assessment

	KG	Elementary	Middle	High
Teaching for effective learning	Acceptable↓	Acceptable	Acceptable	Acceptable↓
Assessment	Acceptable↓	Acceptable	Acceptable	Acceptable↓

4. Curriculum

	KG	Elementary	Middle	High
Curriculum design and implementation	Acceptable↓	Acceptable	Acceptable	Acceptable
Curriculum adaptation	Acceptable↓	Acceptable	Acceptable	Acceptable

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	Good

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 meets the registration requirements for the National Agenda Parameter.

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

- The school's performance in National Agenda Parameter benchmark tests was below the national average. The school's scores were below the targets in TIMSS and PISA.

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

- The school's data analysis is comprehensive and valid. Leaders have a clear indication of the skills and strategies required to improve students' progress.

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

- Teachers are in the initial stages of developing their understanding of reading literacy levels. New reading platforms are not being used systematically enough to plan lessons or to improve students' literacy skills. The school is working to promote students' critical thinking and problem-solving in lessons.

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

For Development:

- Ensure that senior leaders and subject leaders have a clear understanding of the National Agenda requirements.
- Use data rigorously to inform planning and to make curriculum adaptations to meet the needs of all students.
- Develop a reading scheme that measures the reading literacy levels of all students.

Wellbeing

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

- The wellbeing coordinator and a committee of staff, parents and students ensure that wellbeing is a priority for the school. They have created a wellbeing vision, policy and development plan with a range of activities for all. Information from school surveys has informed the wellbeing plan and activities calendar. The clean and safe environment impacts positively on wellbeing. Almost all students are engaged in their lessons. They have mutually respectful relationships with one another and with their teachers, which contribute to a pleasant learning environment.
- A whole-school pastoral care system ensures that teachers are actively involved in monitoring students' wellbeing. Supervisors and counselors support students and arrange counseling sessions for them. A staff wellbeing calendar invites staff to take part in fitness and fun activities. The school uses electronic surveys to collect the views of students, staff and parents on a variety of topics and to gather their concerns, complaints and suggestions. The results of these surveys influence change in the school and subsequently improve levels of wellbeing.
- A committee is reviewing the curriculum to ensure that topics related to wellbeing are covered sufficiently. Assemblies, guest speakers and homeroom time regularly feature wellbeing topics. Teachers and the clinic staff support students in making informed decisions about their physical health and eating habits. Food from home and the canteen is checked for healthy offerings. Surveys report that students feel safe at school and are engaged in many aspects of school life. Lesson observations show that almost all are motivated and enjoy learning.

UAE social studies and Moral Education

- UAE social studies is offered as a discrete subject in Grades 1 to 9, weekly, for lessons of 45 minutes. Moral education is taught as separate lessons in Grades 1 to 12, weekly, for 45 minutes. The implementation of the UAE social studies and moral education program meets the MoE requirements.
- Teaching in these subjects engages students in discussions about current topics. Students show positive attitudes. All lessons in moral education are aligned to the units of the UAE moral, social and cultural (MSC) framework. The social studies curriculum focuses on the MoE standards.

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- Most students demonstrate knowledge and understanding that are in line with the MoE curriculum standards. The assessment data does not reflect students' current attainment levels. Although progress in high school has declined, students make slightly better progress in lessons than those in the other phases.
- Students in elementary school have adequate knowledge of Islamic concepts. Those in middle and high schools can explain their learning, but their skills in linking Hadith and verses from the Holy Qur'an to their learning are less developed.
- Students have improved their understanding of Seerah and Islamic values and etiquette, particularly in middle school. Students' skills in recitation and memorization of the Holy Qur'an remain insecure in all phases.

For Development:

- Ensure that the Holy Qur'an, Hadith and Seerah are closely linked to all areas of learning.
- Improve students' memorization and recitation skills by providing them with more opportunities to practice these skills.

Arabic as a First Language

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

- Students' reading and listening skills are stronger than their writing and speaking skills. Most students can understand a given text and respond to questions. Speaking skills develop more rapidly in high school as students gain conversational fluency.
- Listening skills enable the majority to follow instructions in class. While reading skills are generally in line with expectations, students do not always read competently. They struggle with the correct use of grammar when speaking and writing at all stages.
- The school has implemented a number of initiatives to improve students' achievement. These initiatives, which include the use of online materials, are beginning to have a positive impact on attainment, particularly in elementary school.

For Development:

- Provide students with more opportunities to engage in extended conversations and independent creative writing.

Arabic as an Additional Language

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

- Students' attainment and progress in elementary school are in line with curriculum expectations. In the other phases, most students understand short, relatively simple texts. Their ability to speak and write confidently, using standard Arabic and correct grammar, is limited but improving in middle school.
- Students in the upper grades can write simple sentences using basic vocabulary. The minority can communicate in everyday situations. However, most students lack confidence in speaking and writing.
- Students now have more opportunities to improve their speaking skills. The use of Arabic in everyday situations is starting to raise students' interest in learning the language. Their progress, however, does not correspond to their years of studying Arabic.

For Development:

- Improve students' ability to use a broader range of vocabulary, relevant to their years of studying Arabic.

English

	KG	Elementary	Middle	High
Attainment	Acceptable 	Acceptable	Acceptable	Acceptable
Progress	Acceptable 	Acceptable	Acceptable	Acceptable

- Across the phases, most students routinely build on their previous knowledge. In the majority of grades, the internal assessment data show that students are attaining higher rates compared with the external data. In the lower phases, students' phonetic awareness and literacy skills are underdeveloped.
- In most lessons, students are secure in their spoken English skills. By KG2, most children are developing appropriate listening skills and can speak in full sentences. Students' reading literacy and writing are consistently underdeveloped in elementary and middle schools.
- Students in upper middle and high schools demonstrate secure literacy skills. Those in upper high school show considerable understanding when analyzing literature in thematic contexts through essays. Students in middle school often lack confidence when expressing their ideas and opinions.

For Development:

- Ensure that literacy skills are urgently prioritized and taught across all phases to improve students' reading and writing skills.

Mathematics

	KG	Elementary	Middle	High
Attainment	Acceptable	Acceptable	Acceptable 	Acceptable
Progress	Acceptable 	Acceptable 	Acceptable	Good

- Students' progress is good in high school because they have many opportunities to link their learning to everyday life. Independent learning skills are developed through the use of digital textbooks and online learning platforms.
- In KG, children can count to 10. They use number words and numerals to represent quantities. By Grade 4, using a model, students factor pairs to 100. Grade 8 students successfully plot 4 different slopes. By Grade 11, students can successfully evaluate trigonometric expressions.
- An increased emphasis on problem-solving skills and more consistent calculation strategies are features of most lessons. A focus on how to organize and identify the steps used to find an answer has had a positive impact on students' attainment and progress.

For Development:

- Embed the use of success criteria in lessons to enable students to understand more fully what they have learned and what they need to do to improve.

Science

	KG	Elementary	Middle	High
Attainment	Acceptable	Acceptable	Acceptable	Acceptable
Progress	Acceptable 	Acceptable	Acceptable	Acceptable 

- In elementary, middle and high schools, students' attainment in internal assessments is higher than their attainment in external assessments. Students' attainment in external assessments is below international standards.
- Across the phases, students are developing research and inquiry skills successfully. Most find the storyline approach helpful in learning scientific concepts. However, students' skills in planning and designing experiments are underdeveloped.
- Children in the KG are starting to develop their observation and thinking skills. In the other phases, most students work collaboratively to solve problems and complete tasks. However, students' critical thinking skills are not sufficiently developed.

For Development:

- Improve attainment and progress in all phases to at least a good level.
- Ensure that all students have opportunities to develop their practical and critical thinking skills.

Learning Skills

	KG	Elementary	Middle	High
Learning skills	Acceptable ↓	Acceptable	Acceptable	Acceptable

- Students are motivated and engage confidently in their learning. In upper high school, students work well collaboratively and independently and interact supportively to complete tasks. Most students can speak confidently about what they are learning.
- In the KG, children use technology to find new ways of doing things. They are often compliant rather than self-reliant. Students' ability to connect areas of learning and apply them to the outside world is more evident in middle and high schools.
- Most students are eager to contribute during lessons. They do not have sufficient opportunities to develop their critical thinking, independent learning and problem-solving skills. They are actively involved in their own learning and are developing skills that enable them to be responsible learners.

For Development:

- Ensure that critical thinking, problem-solving and independent learning skills are features in all lessons in all phases.

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

	KG	Elementary	Middle	High
Personal development	Very good	Good	Good	Good

- Most students demonstrate a positive attitude towards school and learning. Behavior is positive. Students have high levels of self-discipline. Behavior in the KG and upper grades in the high school is relatively stronger than elsewhere.
- Students develop respectful and strong relationships with members of staff and with one another. They have a secure understanding of how to stay safe and healthy. They are fully aware of the need to make healthy food choices.
- Attendance and punctuality rates are low across all phases. Most students arrive at school and to lessons on time. However, a minority is not punctual for lessons, especially in the morning.

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

- Students across the school display a good understanding and appreciation of Islamic values. They understand how these values influence many aspects of life and contemporary society in the UAE. They can provide examples of how they appreciate the honesty and tolerance promoted by Islam.
- Students have great respect for Emirati heritage and culture. They can talk about some of the main sporting activities, traditional clothes and the history of the UAE. Students can explain how the country has changed and entered the space age.
- Students demonstrate a good understanding and awareness of their own cultures and show an appreciation for other cultures. However, their understanding of the cultural diversity in Dubai and around the world is limited.

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

- The student council has designated roles to organize school-wide events. Students are proactive in fund-raising and have supported people affected by the recent earthquakes in Syria and Turkey. They are not involved in any wider community events.
- Students are proud of their school and look after it responsibly. They keep all areas clean, use the recycling bins and maintain the organic gardens. They use recycled materials in art and fashion projects.
- Students show a positive work ethic. When given the opportunity, they can be innovative learners. However, the development of innovation, entrepreneurial skills and research skills is not fully embedded in the curriculum.

For Development:

- Improve students' punctuality to school and to lessons at the start of the day.
- Improve students' awareness of cultural diversity.
- Increase opportunities for students to develop their innovation and enterprise skills and to take up volunteer roles in the wider community.

3. Teaching and assessment

	KG	Elementary	Middle	High
Teaching for effective learning	Acceptable ↓	Acceptable	Acceptable	Acceptable ↓

- Most teachers have sufficient knowledge of their subjects, but their understanding of how students learn is less secure, particularly in elementary and middle schools. In the KG, teaching is often directed by the teacher. In high school, teachers use digital technology effectively.
- Teachers create positive and enjoyable learning environments. Most plan structured lessons that are linked to the curriculum standards, but the way in which the lessons are taught does not always match the plans.
- Teachers' questioning is often closed, which prevents dialogue and limits the application of knowledge. Differentiation in lessons does not take into consideration the needs of all students. Most teachers effectively end lessons with a short plenary and self-evaluation to check on students' understanding.

	KG	Elementary	Middle	High
Assessment	Acceptable ↓	Acceptable	Acceptable	Acceptable ↓

- The school's internal assessment processes are suitably organized and consistent. The comprehensive assessment information and data are beginning to provide a complete profile of students' academic achievement.
- The school uses external, national and international benchmarking information appropriately. Assessment results in individual subjects are analyzed in detail and are helpful in identifying students' different levels of knowledge and skills.
- Teachers provide helpful feedback on students' work with some written comments. However, this is not a consistent practice across the grades or subjects. Students are involved in assessing their own learning, but self-assessment is underdeveloped.

For Development:

- Ensure that teachers promote critical thinking, independent learning and differentiated challenge.
- Ensure that all aspects featured in the teachers' plans are included in lessons.
- Provide all students with effective written feedback that identifies next steps in their learning.

4. Curriculum

	KG	Elementary	Middle	High
Curriculum design and implementation	Acceptable ↓	Acceptable	Acceptable	Acceptable

- The broad, balanced curriculum provides a rationale and is compliant with the California CCSS, NGSS, MoE and Advanced Placement (AP) standards. There is an effective balance of skills and content in most subjects. The curriculum is developed systemically and provides adequate continuity and progression.
- Cross-curricular links feature in some lessons. However, they do not consistently lead to opportunities for independent learning, research or critical thinking, thus limiting the effective transfer of learning between different subjects.
- High school students can take AP courses and a range of electives. The recent implementation of curriculum mapping software facilitates the development of scope and sequence for most key subjects.

	KG	Elementary	Middle	High
Curriculum adaptation	Acceptable ↓	Acceptable	Acceptable	Acceptable

- Adequate modifications to the curriculum meet the needs of most students. In lessons, planning does not consistently support low achievers, students for whom English is not their first language, or students of determination. Planning does not include sufficient rigor or challenge for the most able.
- The curriculum offers a range of opportunities that enables students to explore and extend their learning. Extra-curricular activities within and outside the school enhance students' academic and personal development.
- Opportunities to explore, engage and discover are embedded in the curriculum. Varied learning experiences and cross-curricular topics foster the development of a clear understanding of the values, history, culture and society of the UAE. Emirati traditions and heritage are appropriately celebrated.
- Arabic is taught in the KG for 135 minutes per week.

For Development:

- Ensure that curriculum modifications consistently provide appropriate levels of challenge and support to enable all students to reach their potential.

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 ↑

- Clearly defined systems and policies are in place for safeguarding students. The policies are known to all stakeholders. While members of staff receive regular, ongoing training on safeguarding, a few have yet to complete this training.
- Regular safety and risk assessments ensure that students are kept safe. New dismissal procedures are well organized so that students have a calm departure from school. New systems to monitor access to the school are rigorous and applied consistently.
- The school promotes safe and healthy lifestyles. The medical team promote topics such as healthy eating, dental care and personal hygiene for all age groups. The relationships between staff and students are a strength of the school.

	KG	Elementary	Middle	High
Care and support	Good	Good	Good	Good

- Caring staff and constructive management strategies ensure good behavior and positive relationships. Processes are in place to record and monitor students' attendance and punctuality. However, the management of attendance and punctuality is not rigorous or effective enough
- The system for identifying students of determination does not produce a sufficiently comprehensive assessment to identify the category and the level of educational need experienced by students. The process of identifying and supporting students with gifts and talents is still developing.
- A whole-school pastoral care system overseen by the counselors ensures collaboration with teachers in monitoring students' wellbeing. Career guidance counselors provide essential advice to help students in identifying career goals, choosing courses and applying to universities.

For Development:

- Ensure that all members of staff complete the child protection training.
- Strengthen the procedures and work collaboratively with parents, students and staff, to improve the daily rates of attendance and punctuality.
- Improve the process of assessing students' needs on entry to the school to ensure the early and accurate identification of all students of determination.

Inclusion of students of determination

Provision and outcomes for students of determination

Acceptable

- Senior leaders and teachers show a commitment to inclusion. The head of inclusion demonstrates the capacity to improve the provision, but there is not enough investment. The current action plan lacks measurable targets and clear links to improving students' outcomes.
- The identification process is not comprehensive enough to fully identify the needs of all students of determination. There is insufficient guidance and support available to help classroom teachers to provide effective, individualized instruction to students.
- Parents contribute to the education planning for their children. Communication links with the home are strong. Parents receive progress reports and a monthly inclusion newsletter. They have access to advice but lack training opportunities and social contact with other parents.
- The inclusion department assists teachers in planning modifications and accommodations for students with diverse learning needs. Implementation is inconsistent. Effective personal support in lessons facilitates active learning, engagement and task completion but does not always develop students' independence.
- External test results and the achievement of Individual Education Plan (IEP) goals are used to measure academic progress. Students make progress in the acquisition of knowledge, skills and understanding in line with expectations when their challenges to learning are considered.

For Development:

- Ensure that qualified and experienced learning support teachers and assistants are available to plan and implement interventions inside and outside the classrooms.
- Make sure that all teachers have access to sufficient professional development, coaching and support so that they can consistently assist 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 

- The newly appointed senior leadership team has a vision and mission for the school, which leaders have started to share with all stakeholders. Leaders have appropriate knowledge of the curriculum and are familiar with best practices in teaching, learning and assessment. They are working with middle leaders and teachers to ensure that students have better experiences in lessons. Morale is generally positive. Staff understand their roles and responsibilities. Senior leaders have improved a few aspects of the school's performance.
- The school has an adequate self-evaluation process that engages leaders and teachers and uses different types of assessment data. It gives a reasonably realistic view of the school's performance. School improvement plans are appropriate but have not yet had a significant impact on students' outcomes. The school monitors the effectiveness of teaching and learning. Leaders have made some progress in addressing the recommendations of the previous inspection report.
- Parents are generally satisfied with the direction which the school has taken under the new leadership team. They report that communication with school leaders is easy and that the school responds to their concerns quickly. They feel that the online portal for reporting on their children's progress is effective. They see value in the school's partnerships with other bodies, such as their children's participation in Model United Nations and in national robotics competitions.
- The governing board holds the senior leadership team to account for the school's performance. It consists of the advisory board and the board of directors, representing almost all stakeholders. Governors have responded to recommendations of the previous inspection by providing the school with more reading resources and by improving lines of accountability. Therefore, they have had a direct impact on the school's work. Governors have yet to secure the appointment of a permanent school principal.
- The school's day-to-day operations run smoothly. Teachers are adequately qualified and deployed to optimize students' learning and outcomes. The school struggles to retain effective teachers. More resources have been added to the libraries and books to the classroom reading corners to enable students to develop their reading skills more effectively. The school has also improved technological resources by providing new computers and upgraded robotics kits. The available resources are sufficient to support teaching and learning across the school.

For Development:

- Appoint a permanent principal as soon as possible.
- Accelerate the development of teachers' skills and improve the retention of effective teachers.
- Ensure that the school's improvement plans have a more measurable impact on students' achievement.

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