



المعروف
Knowledge



AL MAWAKEB SCHOOL AL BARSHA L.L.C

US CURRICULUM

GOOD

DUBAI FOCUS AREAS

INCLUSIVE
EDUCATION



GOOD

WELLBEING



GOOD

NATIONAL AGENDA
PARAMETER



GOOD

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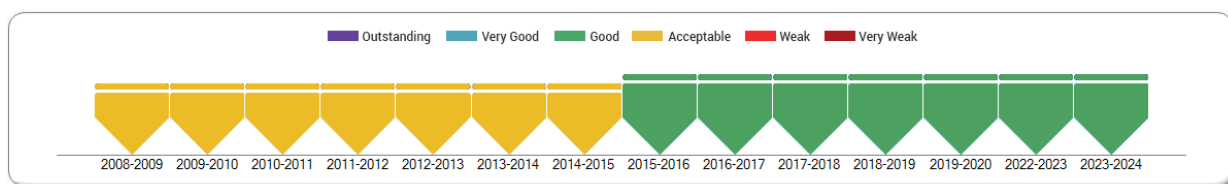
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SCHOOL INFORMATION

 GENERAL INFORMATION		Location	Al Barsha
		Opening year of school	1998
		Website	www.almawakeb.sch.ae
		Telephone	97143478288
		Principal	Moussa Chahbaz
		Principal - date appointed	2/27/2017
		Language of instruction	English
		Inspection dates	13 to 17 November 2023
 STUDENTS		Gender of students	Boys and girls
		Age range	4 to 17
		Grades or year groups	KG 1 to Grade 12
		Number of students on roll	3329
		Number of Emirati students	521
		Number of students of determination	141
		Largest nationality group of students	Arabic
 TEACHERS		Number of teachers	171
		Largest nationality group of teachers	Lebanese
		Number of teaching assistants	4
		Number of guidance counsellors	1
 CURRICULUM		curriculum	US
		External Curriculum Examinations	AP
		Accreditation	NEASC

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



SUMMARY OF INSPECTION FINDINGS 2023-2024

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

Students Outcomes

- There have been significant improvements in students' performance and achievement is at least good in the core subjects in almost all phases. Achievement in English, mathematics and science is very good in the Kindergarten (KG) and High. It is also very good in Islamic Education in Elementary. Although attainment in Arabic, as an additional language, is acceptable, progress is good. Students have strong learning skills, particularly in KG and High.
- Students demonstrate a well-developed sense of personal responsibility, and their very positive behavior reflects mutual respect and excellent relationships. They appreciate and understand Islamic values, such as, tolerance, emotion, respect, and honesty, and are aware of how these values are woven into the UAE society. Students have a strong work ethic and appreciate opportunities to be innovative and entrepreneurial

Provision For learners

- Much good and very good teaching successfully engages students' interest and engagement. In many lessons, teachers make skillful use of questioning to promote higher-order thinking, as students are challenged to explain their reasoning. Teaching of this quality is seen more consistently in KG and High. In most lessons, teachers make effective use of assessment to ensure that concepts are covered well.
- The curriculum is well designed to develop students' skills, knowledge and understanding. Imaginative curriculum planning promotes rising achievement in the core subjects. Curricular choices include a wide range of elective courses in the high school. Cross-curricular links help to make learning meaningful. The range of enrichment activities increases students' achievement opportunities. The curriculum is effectively adapted to meet the needs of most groups of students
- Students' welfare and wellbeing is given high priority. Safeguarding procedures are supported by clear policies and appropriate staff training. Students are effectively supervised and kept safe both within school and when on school transport. Healthy living is promoted effectively throughout school life. Care and support are of high quality, and good support is provided for students of determination

Leadership and management

- Effective leadership is having a positive impact on the school's performance. Monitoring and evaluation procedures provide an accurate view of the school. Parents are very supportive and fully involved in the life of the school. Governors are well-informed, but the governing board does not include representation from all stakeholders. The school operates smoothly on a day-to-day basis.

Highlights of the school:

- The significant improvement in students' achievement
- Children's very good start to their educational journeys in KG
- Students' excellent personal development and their understanding of Islamic values
- The strong partnerships with parents and the arrangements for keeping students safe

Key recommendations:

- Raise students' attainment in Arabic, as an additional language.
- Improve students' results in external and international assessments.
- Broaden the representation on the board of governors.



OVERALL SCHOOL PERFORMANCE

Good

01 Students' Achievement

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

	KG	Elementary	Middle	High
Learning skills	Very good	Good	Good	Very good

02 STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

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

03 TEACHING AND ASSESSMENT

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

04 CURRICULUM

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

05 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	Very good ↑	Good	Good	Very good ↑

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

The effectiveness of leadership

Good

School self-evaluation and improvement planning

Good

Parents and the community

Very good

Governance

Good

Management, staffing, facilities and resources

Good

For further information regarding the inspection process, please look at [UAE School Inspection Framework](#)

FOCUS AREAS

National Agenda Parameter

International Assessment, Reading Literacy and Emirati Achievement

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



A. Registration Requirements	Met Fully
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	Whole school	Emirati cohort
B. International and Benchmark Achievement	Acceptable	Acceptable

- The school's result in the 2021 Progress in International Reading Literacy Study (PIRLS) was very close to the set target. Over the past two years, students' progress in external benchmark assessments showed good or better progress in at least half of the grades, but much less in Grades 4 and 5 in English, mathematics and science. Emirati students generally attained slightly lower than other students.

C. Leadership: International and Emirati Achievement	Very good
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- School leaders across the school have increased their understanding and analysis of the results of international benchmark tests. They understand the proficiencies in the international assessments. Leaders identify the areas of greatest need of improvement from the assessment reports and make changes to the curriculum and teaching based on this information. Action planning is detailed and directed towards improving students' performance.

	Whole school	Emirati cohort
D. Teaching and Learning: Improving reading literacy	Good	Good

- The most recent reading literacy skills assessment shows a majority of students are within the broadly average range. This indicates that at least a large minority of students are not reading at their age levels. As a result, students' scores on international and external assessments may not show their true potential. The school's interventions are useful in supporting reading skills, such as building vocabulary in key subjects. However, there are insufficient interventions focused specifically on individual students with lower reading proficiency, including Emirati students.

Overall school standards in the National Agenda Parameter are good

For Development:

- Raise the reading scores of students to at least match their chronological ages, particularly Emirati students.

Wellbeing



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

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

- Wellbeing is a high priority for the school and leaders at all levels show a strong commitment to ensuring the wellbeing of the whole school community. Comprehensive policies and a well-considered action plan provide clear direction. Data from surveys and reviews are analyzed thoroughly and inform priorities for improvement. Well qualified and experienced leaders routinely evaluate the impact of initiatives on students' wellbeing. The school recognizes the importance of monitoring the impact on students' achievement more widely.
- The school operates as an open culture where the views of students, staff and parents are welcomed. Students contribute to the development of wellbeing provision through representatives from each class. They have access to high quality counselling services that have a positive impact on students' mental health. Communication with parents about wellbeing is developing well. The school is responding to the views of staff where possible. However, training for staff in the promotion of wellbeing is insufficiently personalized.
- The school uses an integrated approach to wellbeing development, including dedicated curricula programs and wellbeing focus days and events. Programs empower students and provide them with skills to support their personal wellbeing. Students have a strong sense of belonging and enjoy school. There are many opportunities for older student to develop leadership skills. High quality learning environments that enable all students to flourish and achieve their best are not fully embedded in the provision across subjects.

For Development:

- Ensure that all teachers provide stimulating learning environments that enable students to flourish and achieve their best.
- Monitor and evaluate the implementation of initiatives to promote students' wellbeing.

UAE social studies and Moral Education

- UAE social studies and moral education are taught in Grades 1 to 12 in English as distinct subjects. Moral education is taught through project-based learning activities that are thematic and student generated. The social studies program links to the Massachusetts curricular standards for geography, history, sociology, and economics. Resources include UAE textbooks, learning technology, field trips, and teacher-created resources.
- The moral education curriculum follows the UAE Moral, Social, and Cultural Studies (MSCS) framework. Social studies lessons promote learning through inquiry. Elementary students learn through project-based inquiry as, 'little Investigators' in units such as, discovering the mysteries of the plant kingdom through weather and climate. High school students research, synthesize information, and produce analytical essays. Assessment is through student portfolios and community action projects.

Arabic in Early Years

- Children in KG1 and KG2 are taught Arabic for six lessons of 50 minutes a week. Lessons include both Arab and non-Arab children. The school uses the Ministry of Education (MoE) approved 'I Love My Arabic Language' curriculum. Five qualified teachers are deployed to deliver the program. Children learn the letters of the alphabet, through spelling and reading words, leading to reading simple sentences. Resources include audio stories and games, as well as an interactive reading platform.



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

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

- Lesson observations, work scrutiny and internal data analysis, all indicate that a large majority of students are making accelerated progress. Girls and Emirati students achieve at a slightly higher level. The achievement of non-Arab students is lower.
- In the upper grades, students show a deep understanding of how Islam impacts on everyday life. In the lower grades, all students have strong memorization and recitation skills. In the middle school, students show a strong understanding of the rules of worship.
- The adoption of more student-centered teaching and learning strategies, an enhancement of the curriculum and additional time has led to more rapid progress, particularly in Middle and High.

For Development:

- Raise the achievement of boys and non-Arab students.

ARABIC AS A FIRST LANGUAGE

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

- The achievement of the majority of students is above curriculum standards. They exhibit well-developed reading skills. However, students in the elementary school are less confident in reading aloud expressively.
- Students at all levels show significant improvements in their listening and speaking skills. They express their opinions, critique literary texts and substantiate their viewpoints with evidence, particularly in High. Nevertheless, students' display less confidence and fluency when using standard Arabic.
- Students' writing skills are less well-developed across the school. In the middle and high schools, students write literary texts for various purposes, but they lack coherence, length, and grammatical accuracy. In the elementary school, students' writing lacks accuracy with spelling.

For Development:

- Increase students' opportunities to practice their free extended writing skills in the middle and high schools.
- Improve students' reading and writing skills in the elementary school.

ARABIC AS AN ADDITIONAL LANGUAGE

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

- In the elementary school, the majority of students are attaining above the curriculum standards, while the attainment of most students in Middle and High is in line these standards. The placement of students according to their years of studying Arabic is supporting their progress.
- Students are enhancing their speaking and listening skills. They are growing more self-assured in verbal communication when supported by sentence prompts and word lists. A smaller number of students feel confident enough to express themselves independently.
- Students exhibit well-developed reading skills. However, their comprehension skills are less secure. Writing skills are confined to guided exercises, and students are less adept at expressing themselves freely in writing.

For Development:

- Provide more opportunities for students to practice their Arabic language skills in a variety of everyday contexts.

ENGLISH

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

- Students make a strong start in Grade 1 because of the very good progress and improved attainment of children in KG. In the middle school, the use of data to level learning activities has improved students' progress.
- In the middle and high schools, the large majority of students are making better than expected progress in the development of literary understanding. They are able to cite textual evidence to support literary analysis. Higher achieving students respond well to challenging learning tasks.
- In the middle and high schools, the study of classical literature is broadening students' understanding. Literary analysis is promoted through open-ended discussions. Student enrolment in rigorous AP language and literature classes has markedly increased.

For Development:

- Enhance students' English literacy skills through further analyses of classical literature.

MATHEMATICS

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

- External benchmark assessments show improvement to outstanding in Grade 9, with the lowest results in Grades 5 to 7. High school students perform very well on AP calculus and SAT examinations. Daily monitoring records show children in KG are making very good progress in learning mathematics.
- Across the phases, students are developing sound mathematical thinking. In KG, children use reasoning to put together and deconstruct number bonds, while middle school students use reasoning well in mental mathematics. Elementary and high school students explain their strategies when finding solutions.
- Students use mathematical language more accurately as a result of the initiative to build reading literacy within the core subjects. Students' interest in higher level inquiry is reflected in their enthusiastic engagement in mathematics clubs.

For Development:

- Fully embed reading literacy strategies, enabling students to break down mathematical word problems, identify the key information, and understand what questions must be answered.

SCIENCE

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

- In the elementary and middle schools, the majority of students attain levels of attainment that exceed the curriculum standards. In KG and High, students demonstrate strong scientific knowledge and skills, relative to their ages. Assessment in Elementary and Middle does not accurately reflect students' attainment levels.
- In KG, children engage in exploring, experimenting, and problem-solving, and develop early use of scientific language. In the other phases, students are making better than expected progress in the understanding of scientific concepts and in applying them practically.
- Students across the school, have opportunities to conduct experiments, developing their strong investigative skills and scientific thinking. Middle and high school students have more opportunities to engage in laboratory work and design their own experiments.

For Development:

- Strengthen the rigor of assessments in Elementary and Middle to reflect more accurately students' scientific knowledge and skills.
- Increase opportunities for elementary students to engage in practical laboratory work.

LEARNING SKILLS

	KG	Elementary	Middle	High
Learning skills	Very good	Good	Good	Very good

- Children in KG are motivated, eager, and actively involved in their own learning. Older students demonstrate independent learning skills. However, elementary and middle school students are more likely to be dependent on their teachers.
- Across the school, students interact very well with their teachers and one another. They routinely engage in collaborative learning activities to discuss their thoughts and share their ideas. Students establish meaningful connections between various areas of learning and their understanding of the wider world.
- Students confidently use technology across all subjects, effectively utilizing various platforms and applications to display their learning. Critical thinking and problem-solving skills are prominent in most lessons, while high school students present stronger research and innovation skills.

For Development:

- Encourage elementary and middle school students be more self-directed and independent learners.
- Improve the research and innovation skills of students in Elementary and High.

02 STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

	KG	Elementary	Middle	High
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- Across the school, students demonstrate a robust and extensive sense of personal responsibility. They show confidence and initiative in leading activities both in and out of the school. They are resilient and self-reliant. Their very positive behavior is based on mutual respect and excellent relationships.
- Students are sensitive to the needs of others and eager to help one another. They enjoy working together and show genuine concern and empathy towards others.
- Students demonstrate an exceptional understanding of safe and healthy living. They make wise choices about their own health and safety. Students are involved in sports and games on a regular basis. Levels of attendance are excellent. Students are punctual at the start of school and for lessons.

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

- Students across the school demonstrate a strong appreciation and understanding of Islamic values, such as respect and honesty. They are aware of how Islamic values are woven into UAE society. They can provide many examples of how the school involves them in Islamic events and national celebrations.
- Many school activities and lessons support Islamic values and respect for the culture and heritage of the Emirates. For instance, as shown in the UAE National Day and Islamic Eid celebrations.
- Students have an appropriate respect for global cultures and a clear ambition to share common values. However, there are insufficient opportunities to explore the common elements in cultures, especially in art and literature.

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

- Students across the school are caring and considerate. They enthusiastically take on leadership roles with increasing responsibilities available in the middle and high schools. Students initiate projects that have positive effects within, and outside of, the school community and overseas.
- Students have a strong work ethic and appreciate opportunities to be innovative and entrepreneurial. Older students initiate and manage projects, for instance, the Al Mawakeb Research Centre, which explore possible solutions to wider-world problems.

- Sustainability and recycling are well understood and supported across the school. Involvement in the UAE Model United Nations enables students to discuss and debate a range of global issues including environmental sustainability. Students return to school and share their meaningful understandings.

For Development:

- Expand opportunities for students to understand global cultures and share common cultural values in art and literature.
- Provide more opportunities for all students to engage in environmental conservation projects in the school and local community.

03 TEACHING AND ASSESSMENT

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

- Most teachers demonstrate strong subject knowledge and create opportunities for collaboration to support students' learning. Lesson planning is effective with clear learning objectives. These are communicated well to students with checks on understanding as the lesson proceeds. These practices are most pronounced in KG and High.
- In the better lessons, teachers effectively engage students through questioning and dialogue, although this occasionally lacks depth and breadth in the elementary and middle schools. Most teachers use assessment to guide their teaching strategies and adapt lesson content to meet the needs of most students.
- In most lessons, teachers encourage critical thinking and problem-solving skills, as well as the development of independent learning skills. In the most effective lessons, teachers actively stimulate innovation and cultivate research skills. This is particularly evident in the high school.

	KG	Elementary	Middle	High
Assessment	Very good ↑	Very good ↑	Very good ↑	Very good ↑

- In KG, children are systematically assessed, and their progress monitored daily. Internal summative assessments across phases are linked to the curriculum standards, although the level of challenge across subjects is variable. Increased AP options in the high school cater well for the increased numbers of students enrolled.
- There is now significant improvement in the analysis of external and international assessments. The domains of each subject are looked at in depth to identify students' strengths and needs. The analyses lead to adjustments to the overall curriculum plan and ensuring all concepts are covered well.
- An effective drive to support teachers in gaining skills for using assessment data in their teaching is contributing to students' progress. Class data folders contain the profile for every student, including reading and cognitive test results, and which are helping teachers plan lessons to fit different student needs.

For Development:

- Improve the consistency of teaching and opportunities for students to be innovative in Elementary and Middle.

04 CURRICULUM

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

- The curriculum is compliant with the Massachusetts State Standards (MSS) and Next Generation Science Standards (NGSS). Curricular choices include a wide range of elective courses in the high school. In KG, the curriculum is carefully balanced to meet the learning needs of children and ensure progression.
- In KG and High, the curriculum provides a comprehensive, well-rounded, and age-appropriate education that is both relevant and effective in nurturing students' knowledge, skills, and understanding. The high school mathematics curriculum is a credit-bearing course that should not be merged with another subject.
- Students' reading comprehension skills across Elementary, Middle, and High, are being addressed through a scope and sequence of literacy activities. Cross-curricular links are features in the large majority of lessons which deepen students' understanding through wider-world connections.

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

- The Al Mawakeb Innovation Center, led by high school students, serves as a hub for innovative projects. Students across all grade levels have the opportunity to showcase their innovations at the Dubai GITEX exhibition. In KG, children benefit from a wide range of extra-curricular activities.
- The curriculum is effectively modified to meet the diverse needs of most students, including students of determination. The curriculum includes programs which develop students' knowledge, and instills an appreciation of UAE heritage, Emirati culture and traditions, and the values that influence UAE society.
- Middle and high school extra-curricular activities include a focus on science and innovation. These are actively embraced by students across grade levels. Use is made of external data to make curriculum adaptations that better meet the needs of all groups of students.

For Development:

- Ensure that high school subjects, especially mathematics, that are distinct credit-bearing courses are not merged with another subject's content.

05 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

- Student safety and welfare, including cybersafety are high priorities at the school. Well-resourced security measures are in place, and evacuation drills are effective and systematically rehearsed.
- Buildings and outdoor areas are methodically inspected, and incidents and repairs are responded to quickly. Comprehensive and secure records are maintained. Efficient and rigorously managed arrangements are implemented for school transport arrivals and departures.
- The promotion of safe and healthy lifestyles and student wellbeing are evident across the school. The medical staff provide high quality care and support to students.

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

- A caring ethos and an atmosphere of mutual trust and respect permeate the school. It is strongest in KG and the high school, where students have access to personalised pastoral care and support that enable them to flourish and achieve well.
- The school's approach to maintaining excellent rates of attendance and punctuality is highly effective. Academic and career counselling is a strong feature in the middle and high schools. The school implements supportive intervention programs for students of determination
- Students benefit from increased access to counselling services and wellbeing initiatives that support social and emotional development. The school has identified students with gifts and talents and increased opportunities for them through extra-curricular activities. However, challenge for these students across subjects is not fully embedded.

For Development:

- Ensure that students with gifts and talents are suitably challenged and supported in lessons.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination	Good
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- The inclusion team promotes an inclusive ethos reflected in the welcome of students of determination. Coaching and enhanced counselling are having a positive impact on provision, particularly in the high school. However, support in Elementary is affected by limitations in specialist staff and teachers' skills.
- Prompt identification ensures that students are supported at an early stage. The team collaborates closely with external agencies to identify students' learning needs accurately and to provide specialist support. Teachers know their students well and interventions are supportive in most cases.
- Partnerships with parents have been strengthened. Parents are valued as active participants in their children's education and parental support makes a significant contribution to their progress. Parents are fully involved in all stages of the process. Parents value the school's responsiveness to any concerns they might have.
- Adaptations and provision for students with behavioral and emotional needs are highly effective in enabling them to develop resilience and full access the curriculum. The implementation of programs for students with specific learning difficulties is more variable and dependent on the skills and expertise of teachers.
- Students' individual progress towards targets is carefully tracked, informing the review of provision. Most students make good progress over time. Inclusive approaches in the high school ensure that students make consistently good progress. Personal and social skills develop well, although learning skills develop more slowly.

For Development:

- Ensure that all teachers in Elementary have the necessary skills to provide effective support for students of determination in their lessons.

06 LEADERSHIP AND MANAGEMENT

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

- Leadership across the school is strong, with a clear vision shared by all. Nearly all leaders have a secure understanding of what quality assessment, curriculum, teaching and learning look like and they have the capacity to drive improvement. Positive relationships prevail and the school has improved in both provision and outcomes since the previous inspection. The potential of some middle leaders is not fully exploited.
- The process of self-evaluation involves a full range of stakeholders, who play a part in forming an accurate view of the school. Data from students' assessments are used to inform self-evaluation and surveys are used to gather information from parents and students. This has led to well-focused action plans that have produced improvements. The school has successfully addressed most of the recommendations made in the previous inspection report.
- Parents fully support the school and are much involved in the life of the school. They appreciate the communication with the school and feel well informed about their children's academic and personal progress. Recent support to help them understand the external assessment data has been well received. They value the caring and supportive environment and say that their children are happy in school and well-prepared for the future.
- Governors are supportive and caring. Although the governing board does not include representation from the full range of stakeholders, their views are obtained through surveys. They are involved in the self-evaluation process and in improvement planning. Additional expertise is sought from professionals where necessary. The board is well informed and knows the school well. Targets set for the principal and senior leaders have resulted in improvements.
- The school operates in an efficient manner, with students and staff moving around smoothly. All staff are appropriately qualified and are deployed effectively to support students' learning. The premises are clean and well maintained, although some rooms are not well lit. There are sufficient resources, to support good quality learning. There have been recent improvements in resourcing, but the impact these have on outcomes is not fully monitored.

For Development:

- Ensure that all middle leaders make a full contribution to the raising of students' achievement.
- Monitor more effectively the impact of resources on student outcomes.
- Widen the membership of the governing board to include a broader range of stakeholders.



WHAT HAPPENS NEXT?

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

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

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

Dubai Schools Inspection Bureau

Knowledge and Human Development Authority

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