



المعروف
Knowledge المعرفة



AL MAWAKEB SCHOOL AL KHAWANEEJ L.L.C

US CURRICULUM

GOOD

DUBAI FOCUS AREAS

INCLUSIVE EDUCATION



GOOD

WELLBEING



GOOD

NATIONAL AGENDA PARAMETER



GOOD

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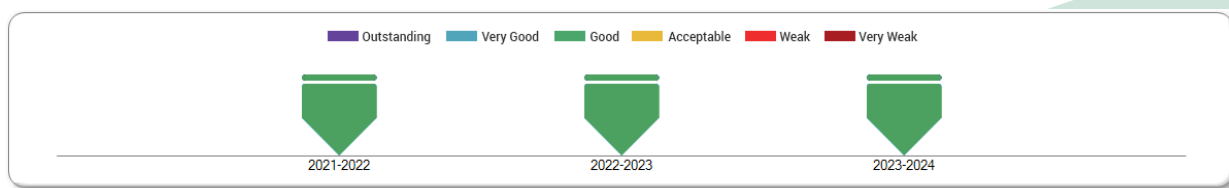
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SCHOOL INFORMATION

 GENERAL INFORMATION	 Location	Al Mizhar 1
	 Opening year of school	2018
	 Website	www.almawakeb.sch.ae
	 Telephone	97142514433
	 Principal	Samira Al Awadhi
	 Principal - date appointed	6/6/2021
	 Language of instruction	English, Arabic
	 Inspection dates	20 to 24 November 2023
 STUDENTS	 Gender of students	Boys and girls
	 Age range	3 to 18
	 Grades or year groups	Pre-KG to Grade 12
	 Number of students on roll	1204
	 Number of Emirati students	974
	 Number of students of determination	84
	 Largest nationality group of students	Emirati
 TEACHERS	 Number of teachers	78
	 Largest nationality group of teachers	Lebanese
	 Number of teaching assistants	1
	 Number of guidance counsellors	1
 CURRICULUM	 Curriculum	US
	 External Curriculum Examinations	AP
	 Accreditation	NEASC

School Journey for AL MAWAKEB SCHOOL AL KHAWANEEJ 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

- Students' achievements have improved in the Kindergarten (KG) and the High school in English, mathematics and science. Their attainment in English in the Elementary phase has declined to acceptable. Students' achievements in Islamic Education and Arabic are good. Students' learning skills are strong; they are most effective in the Kindergarten (KG) and the High school.
- Most students including children in the KG, demonstrate positive and responsible attitudes towards learning. The behavior of students in classes and at break times is mostly very good. Students have a very strong understanding and appreciation of Islamic values and Emirati culture. In the Middle and High schools, they are engaged in local and international efforts to lead and serve others.

Provision For learners

- Teachers' subject knowledge is secure, and their lesson planning is systematic. This is particularly effective in the KG and High school in ensuring that lesson activities meet students' needs. Assessments of learning have improved in the KG and generally across the school. However, wide gaps between the results of internal and external attainment measures remain. In the better lessons, teachers are using assessment information skillfully to deliver engaging and challenging experiences.
- The curriculum in the KG now includes a greater choice of activities, which is helping to promote children's learning skills and reinforcing their conceptual understanding of the real world. There are consistent and relevant links to Emirati culture in most lessons. In the High school the increased number and range of Advanced Placement (AP) and elective courses continues to broaden students' choices.
- The school continues to provide a very compassionate care and support system, with leaders and teachers encouraging a learning environment that is nurturing for all. Although students who are more able, or who have gifts and talents, are now identified, the support and challenge provided for them varies in quality.

Leadership and management

- Since the previous inspection the school has moved forward, with leaders improving provision in the KG and the High school. Most leaders have a good knowledge of educational issues and know the school well. As a result, realistic plans are put into place to improve the school further. Parents and governors are very supportive, and the school is well-resourced.

Highlights of the school:

- The vision of the leaders fully endorsed by parents and based on strong Emirati values.
- The very strong personal development, behavior and respect shown by students across the school.
- Improvements in the provision for children in the KG.
- The strong outcomes and provision in the High school.

Key recommendations

- Ensure that the good assessment practices are consistently applied to improve the levels of challenge for the more able students.
- Improve the reading literacy skills of students by more rigorously coordinating provision for it.
- Raise students' achievements on external and international assessments, with particular focus on those in the Elementary grades.
- Broaden the representation on the Board of Governors to ensure that they have an objective view of how to improve the school.



OVERALL SCHOOL PERFORMANCE

Good

01 Students' Achievements

		KG	Elementary	Middle	High
 Islamic Education	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Good	Good	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	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
 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 ↑	Acceptable ↓	Good	Good
	Progress	Very good	Good	Good	Very good ↑
 Mathematics	Attainment	Very good ↑	Good	Good	Very good ↑
	Progress	Very good	Good	Good	Very good
 Science	Attainment	Good	Good	Good	Very good ↑
	Progress	↑ Very good	Good	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↑	Very good	Very good	Outstanding↑
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding↑	Very good	Outstanding↑	Outstanding↑
Social responsibility and innovation skills	Outstanding↑	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↑	Good	Good	Very good

04 CURRICULUM

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

06 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	Very 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	Weak

- Students attained a score of 493 in the 2021 Progress in International Reading Literacy Study (PIRLS). No Emirati students participated. The school did not have a performance target as this was the first-time that students had taken part in the tests. The score places the school at the intermediate international benchmark. Attainment outcomes in the Measures of Academic Progress (MAP) tests continue to be weak for all students, including Emiratis. Students' progress in English, mathematics and science vary across different grades and phases.

C. Leadership: International and Emirati Achievement	Good
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- Information from benchmarking assessments is thoroughly analyzed and reviewed by senior and middle leaders, who have secure understanding of the reports and data. Most teachers effectively modify learning activities to match the needs of the ability groups in their classes. Lesson observations, learning walks and work scrutiny by leaders establish the effects of lesson differentiation.

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

- The school's New Group Reading Test (NGRT) scores in the latest round of testing are very good, while the scores of Emirati students are good. Results from the Elementary School are less secure. All teachers have access to the reading data and use it to identify weaker readers. Teachers of English use the data well to identify and plan support for their students. Teachers in other subjects use the data less effectively. Progress gaps between Emirati students and others remain but are narrowing. The school is working with parents to build students' interest in reading for enjoyment.

Overall, the school's achievement of standards in the National Agenda Parameter is good.

For Development:

- Create a single Reading Improvement Plan to coordinate the work.
- Strengthen the links with parents so that students' reading at home can be tracked and celebrated.

Wellbeing



The 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 school priority which aligns with the school's vision. The principles of wellbeing are promoted consistently by leaders, the wellbeing staff and student committees. A main goal of school improvement planning is to enhance the wellbeing of all. The school analyzes wellbeing data from surveys and collects feedback through focus groups following initiatives and interventions. The data and monitoring indicate that students and teachers are well-supported and content with school life.
- The students' voices are heard through the Let's Talk application, focus groups, suggestion boxes and committees. These things inform the school's provision for wellbeing. Daily initiatives and activities for students enhance their wellbeing and help to improve outcomes for most of them. The Staff Wellbeing Policy demonstrates the school's commitment to supporting and ensuring the wellbeing of all members. Those new to the school report that their induction and continuing professional development at the school is valuable.
- The school is piloting a social-emotional curriculum whereby students read stories which teach social and emotional learning skills. Teachers integrate wellbeing and social interactions into their daily lessons. Extra-curricular activities and daily student-led assemblies focus on different aspects of wellbeing. Consequently, students understand and often reflect on their own wellbeing and can deploy strategies to support themselves. Students are aware of internet safety and the dangers of using unsafe websites.

For Development:

- Improve the visibility of wellbeing promotion in the boys' section of the school.

UAE social studies and Moral Education

- The school teaches the Moral Social and Cultural Studies (MSCS) curriculum, using the most recent 2023 textbooks. Students from Grades 1 to 12 have 50-minute lessons for social and cultural studies and separate 50-minute lessons for Moral Education. Lessons in Grades 1 to 3 are taught by English teachers. For Grades 4 to 8 and in the High School, lessons are taught by specialist teachers.
- In addition to lessons, students learn about social and moral values through curriculum enhancements. These include visits to museums and visiting speakers who talk about the heritage of the UAE. Assessments of learning are carried out through summary and formative tests and through extension activities, such as presentations, projects and online assessments. Teachers record students' progress and maintain termly assessment data for them.

Arabic in Early Years

- Students receive four Arabic lessons in pre-KG and KG1 and five sessions in KG2. Each lesson is 45 minutes in duration. The school covers the MoE curriculum criteria for native Arabic, using the 'I love my Arabic language' series, which the school has found to be the most appropriate. Although all students are native speakers of Arabic, not all receive sufficient exposure to Arabic at home. Ongoing assessments are used to monitor the development of students' literacy skills.



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

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

- The majority of students' recent work and lesson observations confirm that their levels of achievement are above the curriculum expectations, despite the school's data showing higher achievement levels. There are no significant differences in achievement between boys and girls.
- A majority of students in the Elementary grades demonstrate good levels of knowledge of the Seerah and Islamic concepts. Students in the Middle and High Schools effectively apply their knowledge when connecting real life concepts and values.
- Students' abilities to reference the Holy Qur'an and Hadeeth for evidence is developing well, due to the opportunities to link them with other areas of learning. Students' skills in Holy Qur'anic recitation and memorization, particularly in the lower grades, have improved. These skills still vary in quality across the other phases.

For Development:

- Improve students' Holy Qur'anic memorization and recitation skills by providing more opportunities for them to practice.

ARABIC AS A FIRST LANGUAGE

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

- Accurate internal assessment results in the High School reflect students' abilities to analyze literary texts and present their opinions with factual evidence of Islamic values and Qur'anic verses. Weaker International Benchmark Test (IBT) results in the Elementary grades indicate gaps in students' basic literacy skills.
- Students express themselves by presenting their points of view when debating controversial topics. Older students demonstrate more skillful sentence structures and richer vocabularies. Analyses of literature, including characterization and morals within a story are key features of students' literacy skills.
- Reading platforms and external texts are contributing to the development of students' reading comprehension skills. Their oral reading skills vary, with weaknesses in fluency and expression. Assessment practices and editing are promoting the correction of spelling and grammatical mistakes.

For Development:

- Use the IBT and internal assessment data in the Elementary phase to identify and address the gaps in students' basic literacy skills.
- Improve students' reading skills so that there is more consistent fluency and expressive reading across the school.

ENGLISH

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

- High school students' internal assessment results show that they are now making more rapid progress with their literacy skills. Students' attainment in the Middle School is above the curriculum standards. Internal assessments in the Elementary grades indicate stronger achievement than what is seen in lessons and external assessments.
- A large majority of children in the KG are achieving high standards speaking and listening and show good levels of progress in their reading and writing. High School students write accurately and expressively. Almost all students are making better than expected progress developing their skills of inference and deduction.
- Although the school has been successful in introducing programs to raise students' reading skills, these are yet to show results in the Elementary School.

For Development:

- Ensure that internal English tests are accurately set against the curriculum standards.
- Enable students in the Elementary grades to make rapid progress in reading and writing through more focused individual support.

MATHEMATICS

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

- The achievements of a large majority of children in the KG and the High School are above the curriculum standards. Their attainment on internal assessments is much higher than the results of external tests.
- In the KG children can write simple number sentences and can recognize two- and three-dimensional shapes. In the Elementary and Middle Schools students can apply their understanding to solving problems. Students in the High School can solve algebraic functions.
- Students across all phases work well independently on relevant tasks but are sometimes reluctant to move on to more challenging work. The department has adjusted the curriculum to ensure that students are better prepared to answer questions on external assessments.

For Development:

- Encourage the more able students to attempt more difficult tasks much earlier.
- Improve students' understanding of mathematical and examination vocabulary.

SCIENCE

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

- Students in all phases area achieving above the curriculum standards and demonstrating secure understanding of the scientific method. In the better lessons, children in the KG are starting to hypothesize and create models, while High School students can justify their claims with evidence and reason.
- Students' understanding and use of scientific vocabulary are prioritized in lessons. This is leading to many students reading weekly articles, annotating them and having access to microlearning strategies, such as teachers' videos to support that understanding.
- Students use problem-solving skills to address real world issues that require critical thinking and learning of complex principles. Opportunities for extended thinking and the application of knowledge are inconsistent in the Elementary and Middle schools.

For Development:

- Provide more opportunities that increase the level of challenge for Elementary and Middle School students.

LEARNING SKILLS

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

- Most students are keen to learn, find things out for themselves and use learning technologies to access lesson resources. High school students use AI technologies to support their learning and demonstrate strong levels of independence, often directing their inquiries and collaborating purposefully.
- Children in the KG have well-developed vocabularies that allow them to answer open-ended questions and become involved in problem-solving activities. Older students' communication skills develop well, and they use increasingly complex vocabulary when discussing ideas in small groups, debates or role plays.
- Improvements in the quality of teaching are starting to improve learning, especially in the High School. Students in Islamic Education and mathematics understand real-world contexts. They may conduct open-ended investigations to develop their inquiry and critical thinking skills.

For Development:

- Encourage more students to carry out open-ended investigations, thereby developing their inquiry and critical thinking skills.

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

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

- Students across the school, including the children in the KG, demonstrate positive and responsible attitudes towards learning. The behavior of students in classes and at break times is mostly very good.
- Students develop respectful and strong relationships with their teachers and each other. Most students are polite and helpful to strangers, anticipating their needs. They are also sensitive to the needs of others and show genuine concern for them.
- Students are very aware of how to lead healthy lives, through proper eating habits and regular exercise. Many participate in a range of sporting activities. Students arrive at school punctually and attend regularly. The students' overall rate of attendance is outstanding.

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

- Students demonstrate excellent understanding of Islamic values and how these influence lives in the UAE. They understand and appreciate values such as modesty, honesty and respect. High School students are able to reflect clearly how Islamic values influence their lives.
- As most students are Emirati, their appreciation and respect for the values of the UAE's traditions are strong. They are proud of their own culture, heritage and citizenship. They are also very knowledgeable about the different aspects of Emirati history and the important roles of leaders within the UAE.
- Students have sound understanding, awareness and appreciation of their own and other cultures. Most understand the concept of tolerance between people within the UAE. A few, particularly in the lower grades, are still developing their cultural awareness.

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

- Students, especially those in the Middle and High schools, are engaged in local and international efforts to lead and serve others. They take ownership of new ideas and guide them to fruition with success. Children in the KG are keen to help others through donations to charitable causes.
- Students demonstrate innovation and entrepreneurship by their participation and success in numerous programs and activities in the school community and locally. They are most proud of their collaboration with the Wildlife Conservatory in Nigeria and the adoption of an endangered monkey.
- Students speak passionately about the environment and their commitment to sustainability within the school and globally. They have collaborated on issues of local and global importance, demonstrating the depth and scope of their understanding of environmental challenges.

For Development:

- Ensure that responsible behaviors are consistent across all phases of the school.
- Enhance students' understanding of worldwide cultures, particularly in the Elementary grades.
- Provide more opportunities for Elementary school students to be responsible for volunteering and environmental issues.

03 TEACHING AND ASSESSMENT

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

- Teachers' subject knowledge is secure, and their lesson planning is systematic. This is particularly effective in the KG and High schools, ensuring that learning activities meet students' needs. Most lesson plans meet the curriculum standards, although in the Elementary grades some teachers supplement their lesson resources with simpler worksheets, resulting in lower attainment.
- Most teachers demonstrate skillful questioning strategies that engage students in dialogue and prompt them to think deeply. However, genuinely challenging work for the high attaining and gifted students is inconsistent, particularly in Islamic Education.
- Mathematics and science teachers engage students in problem-solving and investigative activities to develop their critical thinking skills. In most lessons, lively and purposeful classroom environments promote enjoyable learning by students.

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

- The school's assessment procedures are mostly consistent. In the KG the accuracy of teachers' assessments identifies the children's learning needs well. Most teachers in the Elementary and Middle schools know when to move students on to tasks which accelerate their progress. A few gaps between the results of internal and external attainment measures remain.
- Teachers' feedback helps students improve their work. The detailed information for identifying what needs to be improved is usually of good quality. Students are given time in most lessons to make the required amendments to their work.
- Teachers in the KG and High schools use assessment data to provide greater challenges to students of all abilities. In these phases, assessment information is used effectively to monitor the progress students make when working in intervention groups.

For Development:

- Ensure that teachers maintain the curriculum standards in elementary English.
- Enhance the progress of higher attaining students by promoting meaningful, enquiry-based learning.
- Narrow the disparity between internal and external assessments of learning.

04 CURRICULUM

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

- Curricular options include diverse choices for challenging Advanced Placement courses and electives that develop students' interests. The Senior Practicum Internship Program provides work experience in various fields of interest.
- Reviews of the curriculum and its progression are regular, using internal and external assessment data. Departmental leaders revise the curriculum content or delivery style throughout the year. The curriculum reviews in the KG consider Grade 1 teachers' feedback to identify gaps in learning.
- Cross-curricular links are evident in lessons and connect learning to other subjects. For instance, students link art and geometry to create distinctive designs that use fundamental concepts, such as point, line and plane.

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

- Curricular adaptations meet the learning needs of most students through tiered activities and students' choices. The curriculum provides a balance of knowledge and skills that is developmentally progressive. In some subjects, students are challenged by rigorous learning tasks.
- The curriculum provides students with opportunities to enrich their learning with activities, beginning in the KG. Students participate in the UAE Sustainability Project and GITEX 2023, when they display projects on artificial intelligence, sustainability and the 'meta-universe.'
- The curriculum establishes meaningful links and relevant connections with Emirati culture and the UAE's society, with rich cultural displays and activities. Students share Qur'anic verses and recently completed a book of short stories that describe the UAE's diverse ecosystems.

For Development:

- Improve cross-curricular connections to foster the transfer of knowledge across different subjects.
- Ensure that the curriculum provides opportunities to extend learning with greater challenge.

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

- Effective policies and procedures for students' safety and security are implemented throughout the school. Safeguarding of students and child protection are given high priority. The school has a strong commitment to the care, guidance and support of all students.
- The school buildings and grounds are exemplary and meet the needs of all students. There are rigorous safety checks to ensure the campus is well maintained in all learning and outdoor areas. There are well-designed procedures for bus transport and private drop-offs and pick-ups.
- Provision for, and the promotion of healthy living is a strong feature of the school. Students understand the importance of healthy food choices. The physical education curriculum teaches the components of healthy living and students' wellbeing across the school.

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

- The interactions between teachers and students are characterized by mutual respect and trust, creating positive classroom learning environments. The policies and procedures for managing students' behavior are effective. Rigorous procedures are in place to track and promote students' attendance and punctuality.
- Effective procedures are in place for the identification and support of students of determination, as well as those who are gifted and talented. However, the recognition of talented students and the challenge for gifted students in lessons is sometimes inconsistent.
- A school wide system of pastoral care monitors and promotes the social, personal and emotional wellbeing of students. The career guidance counselor offers helpful advice and support to high school students, for identifying possible careers and choosing higher education pathways.

For Development:

- Ensure that the academically gifted students are appropriately challenged in lessons.
- Formalize the recognition and support for talented students.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination

Good

- The school is inclusive and warmly welcomes students of determination. A capable leader oversees a team of experienced learning support teachers (LSTs). A comprehensive inclusive education plan targets area for improvement to ensure that the provision continues to develop.
- Procedures at enrollment and in the KG are effective for identifying students who are experiencing barriers to learning. Teachers know their students well and understand the initial identification indicators. However, the school has insufficient diagnostic assessment tools to refine the data needed for more effective interventions.
- The school maintains strong communication with parents. Parents receive frequent progress updates and attend individual education plan (IEP) and progress meetings with the relevant staff members. The school ensures that parents are given guidance and support so that they can engage with their children's education.
- All teachers support students and provide learning accommodations for them. Most teachers differentiate their lesson delivery and activities to include students and engage them in purposeful learning. The school has yet to provide alternative education pathways for those students of determination with complex needs.
- Assessments identify students' starting points and their next steps, which inform individual plans. Students' progress is monitored closely. A majority of students of determination are progressing at the expected or better levels when all the evidence is considered.

For Development:

- Provide all teachers with the support they need to meet the learning needs of students of determination.
- Ensure that all students of determination have access to appropriate education programs that lead to certification.

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	Very good

- Leadership across the school is strong. Leaders have good knowledge of educational issues and have shown that they can improve the school. Some new leaders are still developing their leadership skills. Leaders empower teachers and students by encouraging them to initiate activities. There is a strong focus on Emirati values, illustrated by the model of the Federal National Council.
- Leaders know the school well and systematically gather opinions from all stakeholders. School data are used mostly correctly to inform this process. As a result, realistic plans are put into place to improve the school. These plans may be insufficiently time-referenced and consequently, the school will overlook its short-term achievements.
- Parents fully endorse the vision of the school and support it in various ways. They value the reports which they receive about their children's achievements. Parents believe that they know how to help their children improve. They are happy that the school is welcoming and that it creates a warm, family and caring environment. They particularly value the sensitive care displayed by the school in helping to improve their children's skills and talents.
- The governing board seeks and takes into account views from a variety of stakeholders, although these stakeholders are not all represented on the board. As such the views of the board are insufficiently objective, although they are realistic. The Board receives accurate information from the school about its journey of improvement and holds leaders effectively to account, by setting and monitoring appropriate targets.
- The school is very well resourced, and the premises are clean, bright and well maintained. Teachers are appropriately qualified and provided with professional development and induction programs. Movements around the school is efficient and smooth, because timetabling is effective. Signage and displays are clear, informative and well-presented.

For Development:

- Ensure that all leaders develop their skills to support further developments and better student's outcomes, especially in the Elementary phase.
- Ensure that the initiatives the school is undertaking are effectively coordinated, especially with regard to assessments and reading.
- Broaden the representation of stakeholders on the board of governors.



WHAT HAPPENS NEXT?

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

- recommendations from the 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