



المعرفة
Knowledge



CLARION SCHOOL L.L.C

US CURRICULUM

GOOD

DUBAI FOCUS AREAS

INCLUSIVE EDUCATION



GOOD

WELLBEING



GOOD

NATIONAL AGENDA PARAMETER



GOOD

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SCHOOL INFORMATION



GENERAL INFORMATION

	Location	Al Quoz 1
	Opening year of school	2016
	Website	www.clarionschooldubai.com
	Telephone	97144073000
	Principal	Larry Roberts Thaxter
	Principal - date appointed	1/9/2022
	Language of instruction	English
	Inspection dates	15 to 19 January 2024



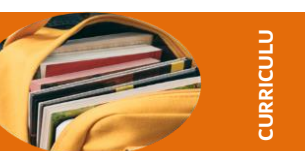
STUDENTS

	Gender of students	Boys and girls
	Age range	3 to 15
	Grades or year groups	KG 1 to Grade 7
	Number of students on roll	300
	Number of Emirati students	13
	Number of students of determination	37
	Largest nationality group of students	American



TEACHERS

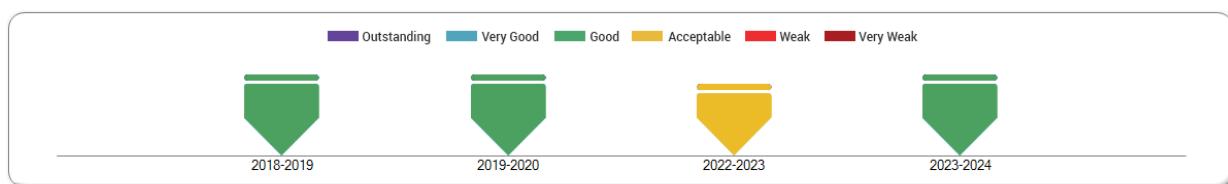
	Number of teachers	40
	Largest nationality group of teachers	American
	Number of teaching assistants	19
	Number of guidance counsellors	1



CURRICULUM

	Curriculum	US
	External Curriculum Examinations	NA
	Accreditation	NEASC

School Journey for CLARION SCHOOL L.L.C



SUMMARY OF INSPECTION FINDINGS 2023-2024

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



Students' Outcomes

- In the Kindergarten (KG), children show independence and actively engage in their learning. Elsewhere, they exhibit a keen desire to acquire knowledge, and an emerging ability to learn independently. Consequently, attainment is good across the school except in Arabic as a first language and in science, where it is acceptable, and in Islamic Education, where it is weak. Progress in English, mathematics and science is good. It is acceptable in Islamic Education and Arabic.
- Positive relationships are evident throughout. Students feel valued and their opinions are heard. Their behavior sets an example for the entire school. Students sometimes take the initiative in creating and implementing their own ideas, especially in their Maker Space and Inquiry Study lessons. There, they use their creative and critical thinking skills to solve relevant problems. Attendance has potential for improvement. Students' lack of punctuality remains a challenge.

Provision For learners

- In KG, teachers plan play-based learning to enrich children's development and foster their engagement. Across the school, teachers plan lessons in detail ensuring that students build on what they already know. Learning is consistently good. Teachers have strong subject knowledge which they use to pose challenging questions, and to assess students' understanding. This feature is not so evident in Islamic Education and Arabic.
- The curriculum is compliant with national requirements. It is well structured, comprehensive and balanced, with a clear rationale. A broad range of subjects is on offer, with a good balance of knowledge and skills. Continuity in learning across phases is ensured in most subjects. The curriculum is effectively modified to meet students' diverse needs, including those of students of determination. Challenge for higher attaining students is limited.
- The school's inclusive environment ensures collaboration and continuous support for students' achievement. It fosters positive and purposeful working relationships. Students have access to a well-designed program of personal support. Counselling resources are committed to promoting social and emotional wellbeing.

Leadership and management

- Strong leadership guides this cohesive, inclusive school. Leaders are highly ambitious in their determination to support students in achieving their full potential. Newly appointed middle leaders are growing in their effectiveness. Members of staff feel a strong shared responsibility for improvement. Rigorous self-evaluation processes are increasingly evident. Senior leaders observe teaching and learning. They review the quality of students' workbooks and their progress.

Highlights of the school:

- The focus on students' achievement.
- The caring ethos and commitment of members of staff.
- Students' personal development, their strong sense of social responsibility, and the provision for health and safety.
- The very effective partnerships with parents and the wider community.

Key recommendations:

- Closely monitor students' progress and raise attainment in Islamic Education and Arabic.
- Ensure greater consistency of teaching across all subjects and in all grades.
- Ensure that all middle leaders are held fully accountable for their responsibilities and contribute effectively to school improvement.
- Provide appropriate resources for the development of higher phases.



OVERALL SCHOOL PERFORMANCE

Good ↑

01 Students' Achievement

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

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

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

03 TEACHING AND ASSESSMENT

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

04 CURRICULUM

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

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

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

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	
	Whole school	Emirati cohort
B. International and Benchmark Achievement	Outstanding	Very good

- Performance in the Progress in International Reading Literacy Study (PIRLS) 2021 finds 71 per cent of students scoring at the high and advanced international benchmark level. The overall score exceeds the average of private US schools. Girls outperform boys. No Emirati students participated in the assessment. The school performance in the subject benchmark assessments presents a strong and improving picture for the whole school, including the Emirati students.

C. Leadership: International and Emirati Achievement	Good	
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- Leaders compare data from external benchmark tests and from internal assessment sources that include written tests, quizzes, scrutiny of students' work and feedback from teachers. They review data and use the results to plan and adapt the curriculum. Emirati students have personalized plans. Their data and progress are analyzed and shared with teachers.

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

- Teachers use a range of strategies that target reading for understanding. They are impacting slowly on students' outcomes. The progress of Emirati students is analyzed and shared with teachers.

Overall school standards in the National Agenda Parameter are good.

For Development:

- Ensure that all teachers systematically embed reading and literacy strategies in lesson plans.
- Ensure that teachers effectively use reading data to plan and monitor students' progress in reading and literacy, and to assess the impact of initiatives on improving students' reading and literacy skills.

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 students' wellbeing agency and experiences, an evaluation of wellbeing provision and outcomes is provided below.

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

- Fronted by a qualified leader wellbeing initiatives contribute to a positive school climate. Policies outline a clear vision for wellbeing. They are effectively put into practice and foster a supportive school environment. Information from a variety of surveys has been collected and analyzed to gauge the wellbeing of students, members of staff and parents. Clearly written action plans, based on survey data, outline areas in need of review and improvement.
- Students' opinions on wellbeing provision are considered. Parents embrace this initiative. They are members of the wellbeing committee which meets monthly. Induction, guidance and monitoring of newly appointed teachers leads to appropriate support and supervision. However, opportunities for a more focused personalized structure are lacking.
- Curriculum initiatives are strategically designed to advance students' wellbeing. Most students show growing independence in the management of their own wellbeing. Online safety protocols are practiced and are a priority. Students show positive attitudes within the school environment, as is evident in their behavior and when discussing their experiences.

For Development:

- Ensure that students achieve the wellbeing outcomes.
- Implement supportive personalized guidance for new members of staff.

UAE Social Studies and Moral Education

- UAE social studies and moral education are taught in English in Grades 1 to 7, integrated with core subjects. The curriculum is compliant. It is aligned with the UAE moral, social and cultural studies (MSCS) standards. Teachers embed links to Emirati culture and heritage. Parental involvement raises cultural awareness of the UAE.
- The MSCS curriculum is imaginative. It integrates aspects of MSCS across subjects. Learning is enhanced through field trips, project-based learning and resources created by the teachers. Independent and collaborative activities are important facets of learning. The librarian provides valuable support by featuring resources linked to the UAE. Ongoing and final assessments are used. Report cards feature written MSCS summary statements.

Arabic in Early Years

- The Arabic curriculum is introduced to children in KG. It encompasses listening, speaking, writing and phonics. It is taught by two qualified teachers for two lessons of 45 minutes each week. Regular assessments are conducted every term to gauge children's levels of attainment and to track their progress. Ongoing assessments allow teachers to monitor achievements. Arab and non-Arab children are taught together.



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

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

- All students make progress within the expected levels based on their various starting points. Students' results in tests are higher than the actual levels of progress and attainment observed in lessons.
- In Elementary, students can analyze religious concepts. They can make connections with everyday applications. Memorization of the Holy Qur'an is improving. In contrast, students in the middle phase lack knowledge of fundamental principles, occasionally impeded by weaknesses in Arabic.
- Differentiated teaching strategies contribute to the better progress of some groups of students. However, other groups are hindered by a lack of previous knowledge.

For Development:

- Enhance students' recitation skills and their memorization of the Holy Qur'an.

ARABIC AS A FIRST LANGUAGE

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

- In Elementary, students attain linguistic proficiency in line with subject standards and across all four language skills. Those in upper Elementary demonstrate a more sophisticated command of language and increased confidence in its usage.
- In a variety of settings, students successfully apply standard Arabic to meet and often surpass the benchmarks set by the curriculum. Their writing showcases a growing command of the language, evidenced by their clarity in expressing complex thoughts. For students of determination, their language skills are on an upward trajectory.
- There's a diverse range of proficiency in grammar among the students, observable in both their writing and oral communication, signaling an ongoing journey toward linguistic mastery. Accelerated progress in lessons contributes to the enhancement of linguistic proficiency.

For Development:

- Increase students' knowledge and application of grammar.

ARABIC AS AN ADDITIONAL LANGUAGE

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

- Almost all students, acknowledging their starting points, make progress in line with expectation through classroom participation, written tasks, and their performance on standardized assessments.
- In the upper elementary grades, students express themselves orally with ease, employing basic yet effective language constructs. In Middle, they are still navigating the intricacies of language acquisition. They struggle to reach expected levels of attainment across all language skills.
- The disparity in baseline levels of achievement is significant, and when coupled with a teaching approach that may not always offer the necessary depth and complexity, students typically attain levels below the age-related expectations.

For Development:

- Increase language proficiency in all phases.
- Consider ways to mitigate the issues caused by students' different starting points.

ENGLISH

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

- In KG, children's speaking and listening skills develop particularly well. They extend their vocabulary in imaginative ways. Students' achievement in Elementary and Middle has improved. Teachers' instruction, driven by information from assessments, is developing students' reading comprehension and writing skills, but not in all grades.
- In KG, the majority of children are progressing above expected levels. Middle school students' writing is improving through the study of novels, with a focus on the breadth and depth of their reading comprehension.
- Elementary and middle students research collaboratively during library lessons. Students in Middle have improved their writing skills due to increased opportunities to write at length and with purpose.

For Development:

- Ensure that students' reading literacy and writing across all grade levels improve by increasing the opportunities to develop these skills.

MATHEMATICS

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

- Students demonstrate knowledge, skills and understanding that exceed curriculum expectations. In the most effective lessons, students demonstrate a high level of engagement and mastery of content. However, some lessons lack sufficient challenge to allow the most able to make rapid progress.
- Students develop critical thinking skills when challenged with opportunities to apply their knowledge and conceptual understanding to everyday scenarios. For example, middle school students created an original and innovative design using circles that enhanced their practical application of mathematical concepts.
- Students demonstrate problem-solving competencies by converting word problems into mathematical expressions and correctly solving them. Students use a step-by-step process to identify variables and create visual representations. In the better lessons, they can create concept maps to represent the steps of their thinking.

For Development:

- Provide greater challenge and rigor to improve learning outcomes.

SCIENCE

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

- Children in KG display their interest in science through exploration and curiosity. The majority of elementary students have knowledge and skills above curricular standards and make better than expected progress. Most middle school students' attainment aligns with curricular standards.
- In KG, children can predict forces and inclines. In Elementary, they explore sound, animal traits and the properties of matter. As they progress into Middle, their scientific reasoning develops well as they learn to evaluate claims based on evidence.
- Teachers focus on practical activities and simple laboratory experiments. However, students have limited opportunities to design experiments independently or to test their hypotheses. Across all phases, students' scientific thinking, investigative skills, inquiry abilities and scientific research skills are in the process of development.

For Development:

- Improve students' attainment in the middle school.
- Encourage students to design experiments, test hypotheses and develop their scientific thinking.

LEARNING SKILLS

	KG	Elementary	Middle
Learning skills	Good	Good	Good ↑

- In KG, children display an eagerness to learn. They show independence, enthusiasm and actively engage in their learning. As they progress, they continue to exhibit a keen desire to develop their knowledge and skills, a growing sense of responsibility and the ability to learn independently.
- The majority of students communicate clearly and maintain positive relationships with classmates and teachers. Children in KG work together well. Collaboration is not fully integrated elsewhere. The majority of students demonstrate the ability to connect subjects and apply their learning to the wider world.
- Critical thinking and problem-solving skills are strong in most lessons, but not in Islamic Education or Arabic. Students' use of technology is inconsistent in different subjects. Research and innovation are developing features across the school, best featured during inquiry study.

For Development:

- Increase opportunities for students to research, innovate and use technology.
- Provide more opportunities for collaborative learning in lessons.

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

	KG	Elementary	Middle
Personal development	Good	Good	Good

- Students consistently demonstrate positive and responsible attitudes. They are self-reliant, maintain high self-discipline, and respond positively to feedback. Incidents of bullying are extremely rare. Students' very good behavior sets a positive example for the entire school.
- Most students understand others' differing needs. They display sensitivity and empathy. They support one another. Consequently, there are respectful and thoughtful interactions among students, both within their learning groups and in their interactions with members of staff.
- Students' understanding of safe and healthy living is good. They make wise choices. They engage in initiatives that promote a safe and healthy lifestyle. Attendance has the potential for improvement. Students' punctuality in arriving at school remains inconsistent.

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

- Students connect Islamic values to their daily lives. They understand the important role that these values play in shaping individual characteristics and their broader cultural significance. However, exploration of how Islamic values influence life in the UAE is lacking.
- Students' appreciation of their own cultures, and of Emirati culture, is well developed. They participate in a diverse range of activities, such as celebrating UAE National Day and visiting prominent Emirati institutions.
- Students show a good understanding of global cultures. Elementary students confidently discuss the positive impacts of cultural diversity and show awareness of the relevance of such diversity in the wider world.

	KG	Elementary	Middle
Social responsibility and innovation skills	Good	Good	Good

- Students understand their roles and responsibilities. They carry out classroom and school duties well. They contribute to the local and wider communities, especially to those communities experiencing environmental disasters.
- Students show a strong work ethic in lessons, projects and extra-curricular activities. They sometimes take the initiative in creating and implementing their own ideas, especially when they use their creative and critical thinking skills to solve problems.
- Students show caring attitudes for the environment. They participate in the school's recycling program. More students are becoming involved in a composting activity. Students understand that they are responsible, both locally and globally, for protecting the environment through their actions.

For Development:

- Improve students' attendance and punctuality.
- Improve students' understanding of Islamic values and how they influence life in the UAE.
- Provide more opportunities for older students to initiate and implement their own ideas and projects.

03 TEACHING AND ASSESSMENT

	KG	Elementary	Middle
Teaching for effective learning	Good	Good ↑	Good ↑

- Teachers across the school possess strong subject knowledge. They use effective teaching strategies, which foster independent learning. In KG, teachers employ play-based learning in order to enrich children's development and foster their engagement in the learning process.
- The majority of teachers ensure that students are engaged learners. They demonstrate effective abilities to both challenge and support students, catering for their diverse needs. Nevertheless, there are missed opportunities to provide further challenge for higher-attaining students.
- Across the school, the majority of teachers plan purposeful lessons and create interesting learning environments. They employ high-level questioning techniques that foster critical thinking and problem-solving skills. The development of innovation and research skills among all students is not fully secure.

	KG	Elementary	Middle
Assessment	Good	Good ↑	Good ↑

- Assessment practices across the school are coherent and consistent. They provide a comprehensive and reliable analysis of students' progress and attainment. Internal assessment information is closely aligned with external assessment data.
- Teachers have secure knowledge of students' strengths and areas of weaknesses. In KG, data tracking folders describe the next steps in children's learning. In Elementary and Middle, feedback is constructive, although opportunities for self-reflection are inconsistent.
- Analyses of assessment data are featured in teachers' folders. This information is effectively used to plan curriculum adaptations and the development of success criteria. However, checks on students' progress is less evident within some lessons.

For Development:

- Raise teachers' expectations of, and challenge for, higher attaining students.
- Promote students' research and innovation skills.
- Develop strategies to monitor students' progress actively and consistently in all lessons.

04 CURRICULUM

	KG	Elementary	Middle
Curriculum design and implementation	Good	Good	Good

- The curriculum is compliant with New York State Standards and New Generation Science Standards (NGSS). Across subjects, the curriculum is well structured, with a clear rationale that makes it comprehensive and balanced.
- The curriculum is regularly reviewed against assessment data. Leaders ensure that provision effectively meets students' academic and personal development needs. The curriculum has interdisciplinary and cross-curricular links.
- A new student-led curriculum committee supports students' learning through curriculum planning. The KG curriculum develops children's knowledge and skills, providing a firm grounding in the key subjects. Visual and fine arts curricular choices effectively cater for students' talents and aspirations.

	KG	Elementary	Middle
Curriculum adaptation	Good	Good	Good

- The curriculum is effectively modified, but challenge for higher-attaining students is limited in scope. In KG, leaders and teachers effectively plan modifications of lessons for groups of children. A wide variety of extra-curricular activities and field trips enhances students' experiences.
- The embedding of Emirati culture contributes to a rich and culturally inclusive educational environment. The curriculum incorporates engaging activities that include visits to various educational sites and locations, each offering unique learning opportunities.
- The Inquiry Study program promotes students' creativity and social contribution. A program has been adopted to facilitate innovation and enterprise as fundamental features of mathematics and science. It enhances students' creativity through project-based learning.

For Development:

- Ensure that the needs of higher-attaining students are met.

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

- The safety and welfare of the students are high priorities. Policies and procedures are in place to protect students from harm, including bullying of all forms. Members of staff are aware of the child protection policy and understand their roles in safeguarding all students.
- The school premises are clean and secure. Safety checks, including fire drills, ensure that students are safe throughout the day. School transport is well organized, providing for safe arrivals and departures.
- Healthy living is important for the students, through the curriculum and in the daily life of the school. Students participate in physical education classes and are encouraged to bring healthy snacks and lunches.

	KG	Elementary	Middle
Care and support	Good	Good	Good

- Leaders have prioritized behavior management alongside attendance and punctuality, to create an environment that directly supports students' success. Action to improve attendance is beginning to have an effect. However, punctuality continues to pose challenges.
- The use of screening assessments and insights from parents' surveys guide staff in the development of interventions that address the specific learning needs of each student. However, planned interventions are not always put into practice.
- Students and staff enjoy very positive and purposeful working relationships. They have access to a well-designed and supportive individual program of personal support. Counseling promotes social and emotional wellbeing.

For Development:

- Take all steps necessary to maintain an environment which supports success.
- Ensure that in all lessons, planned interventions for students of determination are put into practice.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination	Good
- Leaders and governors promote an inclusive ethos, reflected in all aspects of the school. Admission procedures comply with statutory requirements and foster a diverse, inclusive community. A highly qualified head of inclusion is responsible for overseeing provision and ensures positive outcomes for students of determination. - Entry assessment procedures and early identification lead to programs tailored to meet students' needs. A committed team implements well-defined individual education plans (IEPs) to enhance the quality of outcomes for students with varying needs. Students have access to effective individual and small group interventions. - Parents are kept fully informed of their children's progress. They receive guidance to support them outside school, particularly with external providers. Parents are valued partners in their children's program and participate in the development of IEPs. - Supportive classroom cultures promote collaboration and engagement in most grades. In a few lessons, teachers do not effectively differentiate their planning or teaching approaches to ensure students' engagement. Learning support assistants work well in partnership with teachers. - Members of staff monitor students' academic, personal and social development continually. A majority of students of determination make better than expected progress. Clear and specific feedback helps students to achieve their identified targets.	
For Development: Ensure that lesson planning and delivery are carefully differentiated so that students are engaged in meaningful activities with an appropriate level of challenge.	

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

- The principal and the newly established senior team work together with a clear vision. Their high expectations are reflected throughout the school. They listen to members of staff and involve them in planning and in making decisions. Middle leaders are growing in their effectiveness, but a few lack rigor in monitoring. Joint moderation exercises, conducted with senior leaders, are helpful in ensuring that monitoring is increasingly accurate.
- Leaders know the school's strengths and weaknesses. They effectively gather evidence from a range of sources. Key priorities are accurately identified. Action plans, with different levels of detail, are well written. They do not always indicate evaluation procedures.
- Leaders are highly successful in engaging parents as partners in their children's learning and in school life. They ensure that parental expertise and experiences are effectively used. Regular newsletters provide parents with details of the curriculum and school events and celebrate students' success. The school's involvement in the local and wider communities is developed through working with local charities.
- Governance comprises representatives of most stakeholders. Board members are committed, ambitious and influential in shaping developments in the school. They act as critical friends and support the school by ensuring that it is well resourced. Board members visit the school on a regular basis. They respond promptly to any suggestions and concerns. Members are supportive of leaders. They review students' achievement data regularly and hold leaders to account for students' progress.
- The school runs efficiently on a daily basis. Well-qualified teachers have a good knowledge of their subjects and how to teach them. The continuous professional training program is tailored to meet the needs and aspirations of teachers. Resources are carefully designed to motivate students. Engaging learning experiences capture their interests. However, there are limited resources for the higher grades.

For Development:

- Make sure that all school initiatives are evaluated to enable an accurate overview of the impact of the school's work.
- Provide adequate, appropriate resources for the higher grades.



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