



المعرفة
Knowledge



DEWA ACADEMY

MOE CURRICULUM

GOOD

DUBAI FOCUS AREAS

INCLUSIVE
EDUCATION



GOOD

WELLBEING



GOOD

NATIONAL AGENDA
PARAMETER



ACCEPTABLE

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SCHOOL INFORMATION

GENERAL INFORMATION

	Location	Al Hudaiba
	Opening year of school	2013
	Website	http://academy.dewa.gov.ae/en
	Telephone	97143220113
	Principal	Khalid Mohd Masood Bin Masood
	Principal - date appointed	1/9/2013
	Language of instruction	English, Arabic,
	Inspection dates	12 to 16 February 2024

STUDENTS

	Gender of students	Boys
	Age range	15 to 18
	Grades or year groups	Grade 10 to Grade 12
	Number of students on roll	141
	Number of Emirati students	141
	Number of students of determination	0
	Largest nationality group of students	Emirati

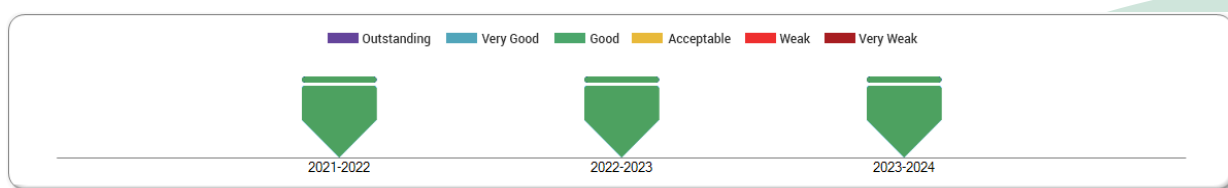
TEACHERS

	Number of teachers	22
	Largest nationality group of teachers	Egyptian
	Number of teaching assistants	2
	Number of guidance counsellors	2

CURRICULUM

	Curriculum	MoE
	External Curriculum Examinations	MoE / BTEC
	Accreditation	BTEC Diploma Level 2 and 3

School Journey for DEWA ACADEMY



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

- Following improved attainment in mathematics, progress and attainment in Islamic Education, English mathematics and science are now all good. Progress and attainment in Arabic are acceptable. Students make very good progress in engineering and almost all achieve a full Business and Technology Education Council (BTEC) Level 3 diploma at the end of Grade 12. Students' learning skills are good.
- Students have positive attitudes to learning and are respectful to others. They have excellent relationships with their teachers. They feel safe, valued and supported and this leads to effective and open communication. They have a strong commitment to adopting safe and healthy lifestyles. The attendance rate is good. A minority of students arrive late to classes during the day.

Provision For learners

- Most teachers know their subjects well and understand how students learn. Teaching is not consistently well matched to the full range of learning abilities. Internal and external assessment arrangements are in place and are more robust in Grade 10, where students undertake the New Group Reading Test (NGRT) and the Programme for International Student Assessment (PISA). The alignment between internal and external data is inconsistent.
- The curriculum combines Ministry of Education (MoE) subjects and BTEC engineering units. It prepares students very successfully for entry into higher education and their future careers and supports their personal and social development particularly well. Links between the MoE curriculum and BTEC provision are not formally planned or structured. The curriculum includes opportunities for students to develop their knowledge, understanding and appreciation of the heritage of the UAE.
- All adults working in the academy are currently updating their safeguarding training. The learning environment is exceptionally secure, enabling all students to feel safe. All required health and safety checks and maintenance are carried out regularly. Risk assessments for the use of engineering machinery and for off-site visits are very thorough. All rooms and workshops are accessible to wheelchair users. The academy has well-qualified medical support.

Leadership and management

- Senior leaders promote a strong vision for the academy as a centre providing a vocational education for Emirati boys. Although leaders draw on a range of information to guide improvement planning, the process of self-evaluation is not rigorous enough. Parents are very supportive. Governors ensure that the academy has the resources to support the curriculum.

Highlights of the school:

- Good progress and attainment in almost all subjects.
- The strong sense of community and climate of mutual respect.
- Students' well-developed sense of personal and social responsibility and respect for Islamic values.
- The arrangements to ensure health and safety and the strong focus on care and support for students.
- The strong commitment to inclusive education.

Key recommendations:

- Improve progress and raise attainment in Arabic.
- Improve the quality and consistency of teaching and learning.
- Ensure that the outcomes of internal assessments are accurate.
- Apply greater rigour in the process of self-evaluation and ensure that the MoE curriculum and BTEC provision are more closely aligned.



OVERALL SCHOOL PERFORMANCE

Good

01 STUDENTS' ACHIEVEMENT

Cycle 3		
 Islamic Education	Attainment	Good
	Progress	Good
 Arabic as a First Language	Attainment	Acceptable
	Progress	Acceptable
 Arabic as an Additional Language	Attainment	Not applicable
	Progress	Not applicable
 BTEC Engineering	Attainment	Acceptable
	Progress	Very good
 English	Attainment	Good
	Progress	Good
 Mathematics	Attainment	Good ↑
	Progress	Good
 Science	Attainment	Good
	Progress	Good

Cycle 3	
Learning skills	Good

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

	Cycle 3
Personal development	Very good
Understanding of Islamic values and awareness of Emirati and world cultures	Very good
Social responsibility and innovation skills	Very good

03 TEACHING AND ASSESSMENT

	Cycle 3
Teaching for effective learning	Good
Assessment	Acceptable

04 CURRICULUM

	Cycle 3
Curriculum design and implementation	Good
Curriculum adaptation	Very good

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

	Cycle 3
Health and safety, including arrangements for child protection/ safeguarding	Very good
Care and support	Good 

06 LEADERSHIP AND MANAGEMENT

The effectiveness of leadership	Good
School self-evaluation and improvement planning	Acceptable
Parents and the community	Very good
Governance	Very 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

Not Applicable

- It is accepted that the academy has fulfilled its responsibilities, as it has not been possible for appropriate subject-based benchmark assessments to be undertaken.

Whole school

Emirati cohort

B. International and Benchmark Achievement

Not applicable

Not applicable

- Not Applicable

C. Leadership: International and Emirati Achievement

Very good

- Middle leaders use assessment information to identify students' strengths and areas for improvement. In most subjects, lessons are very well planned, but their delivery does not always meet the needs of all ability groups. Leaders are aware of gaps identified in the international literacy reports and identified in the reading literacy action plan.

Whole school

Emirati cohort

D. Teaching and Learning: Improving reading literacy

Acceptable

Acceptable

- Currently, the reading test results are below expected levels and at least a few students struggle to access all aspects of the BTEC curriculum. Leaders have recognised this challenge and have established a number of literacy initiatives. However, in the action plan, responsible personnel are not identified, completion dates are not specific, and targets are not measurable.

Overall school standards in the National Agenda Parameter are acceptable.

For Development:

- Improve students' reading literacy levels to give students fuller access all aspects of the BTEC curriculum.
- Review the reading literacy action plan and ensure that it has measurable targets, identified responsible personnel and specified dates for completion.

Wellbeing



KHDA has placed wellbeing at the centre of our school communities. Through focusing on 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.

- Leaders promote and model a consistent and clear wellbeing vision supported by comprehensive policies which are familiar to all. The effective wellbeing leader collects, reviews and analyses formal and informal data which are used to address gaps and improve provision. There is regular professional development training which promotes the incorporation of wellbeing themes into curriculum plans. However, there is an inconsistent approach to highlighting wellbeing opportunities in lesson plans.
- Members of the student council present ideas and are confident that they are taken seriously. Parents say they know whom to approach if they need guidance or support. Systematic monitoring and suitable wellbeing interventions occur, such as improving study skills. Students are familiar with wellbeing referral routes and are positive about the guidance that they receive. Supportive induction programs for members of staff are followed by ongoing review and training. Staff feel valued as they perform their roles.
- The curriculum has been modified to incorporate social and emotional learning. Teachers highlight wellbeing links in their planning, although they are often very general and are not always addressed during lessons. Students grow in independence in identifying and pursuing their own wellbeing goals over time. They understand the need to act responsibly online. The positive classroom climate results in highly motivated students who are very positive about their academy experiences.

For Development:

- Fully integrate wellbeing themes into teachers' lesson plans in all subjects and ensure that they are implemented in lessons.

UAE social studies and Moral Education

- UAE social studies and moral education are taught as two separate subjects, each of which is timetabled in Grades 10 to 12 for 60 minutes per week. The courses follow the MoE curriculum standards and expectations. Moral education is also integrated across a number of other subjects, and individual project work supports this approach.
- UAE social studies is delivered through the official teaching and learning materials, supported by digital and audio-visual resources. Moral education is delivered through a combination of surveys, texts and worksheets. Research projects on values are a central learning strategy. Most students enjoy their social studies and moral education lessons. Assessments are both ongoing and summative, with the results reported to parents.



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

Cycle 3	
Attainment	Good
Progress	Good

- Internal assessment data indicate a higher level of performance than that observed in lessons and in students' workbooks. All students have secure knowledge of Islamic law monotheism and the Prophet's (PBUH) biography.
- Most students are able to connect Islamic concepts with their daily lives. However, their memorisation skills of the Holy Qur'an and their knowledge of Tajweed rules are underdeveloped. This limits students' ability to reference religious issues to the holy texts.
- The development of more interactive learning approaches is enhancing students' progress. However, the range of learning activities remains too limited to develop students' critical thinking skills.

For Development:

- Develop a wider range of learning activities to enhance students' critical thinking skills.
- Strengthen students' proficiency in memorising the Holy Qur'an and mastering Tajweed principles.

ARABIC AS A FIRST LANGUAGE

Cycle 3	
Attainment	Acceptable
Progress	Acceptable

- internal assessment data show attainment and progress to be above that observed in lessons and in students' assignments. Students in Grade 12 are making faster progress than those in Grades 10 and 11.
- The reading skills of most students are within the expected levels. However, proficiency in speaking, using standard Arabic, and in writing fluctuates from one grade to another. Grammar skills are weak.
- Teachers' low expectations, and insufficient challenge in most lessons, slow students' progress. There is no reliable system for monitoring progress. This affects the planning of work to match students' learning needs and their language skills.

For Development:

- Raise teachers' expectations of what students can achieve.
- Implement a rigorous approach to the monitoring of students' progress and ensure that work in lessons is matched to their learning needs.

BTEC ENGINEERING

Cycle 3	
Attainment	Acceptable
Progress	Very good

- Most students who join the academy in Grade 10 have low levels of literacy and numeracy and are challenged by the technical language of the BTEC courses. Almost all achieve at least a pass in a full extended Level 3 BTEC diploma by the end of Grade 12.
- In Grade 10, students enhance their understanding of renewable technologies and sustainability. Grade 11 students study pneumatic and hydraulic systems and three-phase electrical systems. Grade 12 students can explain electrical power distribution and transmission, and microcontroller systems.
- The mechatronics courses for Grade 11 and Grade 12 complement the other engineering courses effectively. They have stimulated a high degree of interest among the students, who engage very enthusiastically in the practical assignments. Lessons are occasionally overly dominated by teacher talk.

For Development:

- Give greater priority to improving students' literacy and numeracy skills across all subjects.
- Ensure an appropriate balance between teacher talk and student participation in all BTEC lessons.

ENGLISH

Cycle 3	
Attainment	Good
Progress	Good

- Students are appropriately engaged in their learning. Positive learning routines are a feature of lessons. Students' progress in developing their listening, speaking and writing skills is above expectations. However, reading literacy remains a challenge.
- The process of distilling information from texts is a particular focus of classwork. The range of suitable reading resources in the library to support this activity is limited.
- Schemes of work, teaching strategies and classroom practice are informed by the requirements of the MoE curriculum. The time allocated in lessons for reflection on learning is limited, as are collaborative learning opportunities for students, particularly when using digital devices.

For Development:

- Devise and implement a targeted strategy for improving students' reading literacy skills.
- Develop the role of the library as a reading hub, with the resources to support reading at all literacy levels.

MATHEMATICS

Cycle 3	
Attainment	Good ↑
Progress	Good

- Both internal and some external data indicate that students' achievement is strong, but PISA results paint a less positive picture. Students' work in lessons and in their notebooks shows that a majority achieve above the expected levels.
- In Grade 10, students can find the area of shapes including the surface area of a cylinder. In Grade 11, students apply formulae accurately and solve rational expressions. Grade 12 students plot vectors on the coordinate plane. Mathematical investigations and solving word problems are sometimes underdeveloped.
- Since the previous inspection, efforts have been made to improve students' command of English, but the impact on the solving of problems presented in text is not yet evident. The opportunities that BTEC offers to connect mathematics with the wider world are not always taken.

For Development:

- Continue to focus on students' English language skills to improve their ability to solve problems presented in English text.
- Take more advantage of opportunities to present mathematical problems in wider world contexts.

SCIENCE

Cycle 3	
Attainment	Good
Progress	Good

- Most students achieve above the curriculum standards in MoE examinations. Students' current achievement in lessons and in their written work is slightly less strong than this profile.
- In practical work, students record observations and draw written conclusions. However, group sizes are often too large for all students to be active participants. Students use mobile phones to access online resources to research key ideas. They use virtual simulations to model practical activities.
- Activities are more varied in lessons, often offering the more able students a greater level of challenge in their learning. Students' knowledge and confident use of scientific vocabulary is limited. Limited practical resources restrict students' progress.

For Development:

- Ensure that all students are able to participate fully in group learning activities.
- Provide more practical resources to support individual and paired learning activities.
- Extend students' knowledge of scientific vocabulary with appropriately challenging texts that are explained by teachers.

LEARNING SKILLS

Cycle 3	
Learning skills	Good

- Effective classroom learning routines are embedded in a majority of lessons. Students learn in positive learning environments. In some lessons, students collaborate and work well together in planned cooperative and collaborative activities, particularly in Islamic Education and in engineering.
- In Islamic Education, English and mathematics, students can relate their learning to the wider world. However, independent learning and opportunities for students to reflect on their own learning are not consistent features of lessons.
- Students are generally competent and usually productive when they use digital technologies as research or tools for collaborative learning. However, the availability of digital devices in lessons is sometimes limited.

For Development:

- Provide more opportunities for students to develop and apply their independent learning skills.
- Ensure that time is allocated in lessons for students to assess and reflect on their learning.
- Ensure that students' use of digital technologies supports the development of their research skills and their digital literacy.

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

Cycle 3	
Personal development	Very good

- Most students show a high level of maturity and have a very good sense of personal responsibility and a good work ethic. They are proactive and resilient, and use the feedback and guidance given to them to improve.
- Students have very positive attitudes to their learning. They are respectful to others and display excellent behaviour. Relationships with adults and their fellow students are strong. Students feel safe, valued and supported, and this leads to effective and open communication between all.
- Students have a strong commitment to the adoption of safe and healthy lifestyles. The attendance rate is good. Some students arrive late to their classes.

Cycle 3	
Understanding of Islamic values and awareness of Emirati and world cultures	Very good

- Students' understanding and appreciation of Islamic values are excellent. They understand the relevance and impact of these values on everyday life in the UAE. They appreciate the values of tolerance, charity and empathy within the UAE society.
- Emirati heritage and culture are well known and highly appreciated by students, who recognise their importance, relevance and value. Students talk in some detail about the cultural activities in their school.
- Students demonstrate a significant appreciation for and celebration of their own cultural identities and embrace the rich cultural diversity within Dubai. They exhibit a lesser awareness of wider global cultures.

Cycle 3	
Social responsibility and innovation skills	Very good

- Student leadership is excellent. Students feel that their opinions are heard and appreciated by school leaders. They are strongly committed to volunteering and demonstrate pride in the academy. They take advantage of all opportunities to exercise social contribution and responsibility.
- Innovation opportunities are readily available for all students. Many takes part in national competitions. A range of after-school activities is available to support students' innovation skills and promote a sense of productivity. Students' work ethic is excellent. Many demonstrate an impressive enthusiasm for enterprise.
- Students display sensitivity to the need for sustainability and seek ways to improve the environment. The eco-leaders initiate and manage effective environmental campaigns.

For Development:

- Improve students' punctuality at the start of lessons.
- Develop students' awareness of a wider range of world cultures.

03 TEACHING AND ASSESSMENT

Cycle 3	
Teaching for effective learning	Good

- Most teachers have strong subject knowledge and understand how students learn. Positive and supportive relationships between teachers and students are a feature of the academy and create a productive learning environment. However, classroom teaching resources for science and mathematics are sometimes limited.
- Most teachers use a range of questioning strategies. The most effective develop and extend students' thinking. However, this is not a consistent feature of lessons across the academy.
- Teachers use digital presentation technologies appropriately. In some lessons, students are able to take responsibility for their own learning, while in others, learning is overly teacher led. The provision of differentiated levels of challenge for students in lessons is not consistent across all subjects.

Cycle 3	
Assessment	Acceptable

- Internal and external assessment arrangements are most robust in Grade 10, where students take the NGRT and PISA assessments. However, the outcomes of internal and external assessments are not always well aligned.
- The academy's assessment procedures include diagnostic tests, MoE assessments and a cognitive ability test. Subject-based assessments are not always reliable.
- Assessment data are presented to staff in clear graphic form. The information is not used effectively enough to inform lesson planning. Teachers provide feedback in lessons on students' work and guidance for improvement. The use of student self- and peer-assessment is underdeveloped.

For Development:

- Improve teachers' use of questioning to assess and extend students' thinking.
- Implement a subject-based strategy for accurately assessing students' progress and attainment and ensure that there is closer alignment between the outcomes of internal and external assessments.
- Ensure that teachers make full use of assessment data in lesson planning to match learning activities to students' needs.

04 CURRICULUM

Cycle 3	
Curriculum design and implementation	Good

- Although the curriculum has a strong science, technology, engineering and mathematics (STEM) emphasis, it provides students with broad and balanced learning experiences. The BTEC provision in Grade 10 offers a secure foundation for students to choose a more specialised pathway in Grades 11 and 12.
- The curriculum prepares students very successfully for their future careers, while effectively supporting their personal and social development. The curriculum is reviewed thoroughly each year with input from governors to ensure the development of appropriate vocational skills.
- Links between the MoE and BTEC curricula are not formally planned or structured. Design projects help students to understand the challenges faced by others and provide opportunities for them to use their skills to make a social contribution.

Cycle 3	
Curriculum adaptation	Very good

- The curriculum has been successfully modified to ensure that planning and teaching meet the needs of almost all groups accessing the BTEC programme. Links and integration between the two curricula, especially in the STEM subjects and English, are not fully developed.
- Adjustments to the curriculum have not ensured an adequate improvement in students' reading literacy skills. The curriculum is not sufficiently adapted to support the development of students' understanding and use of the technical vocabulary found in STEM subjects.
- The curriculum offers a broad range of extra-curricular activities that enrich students' learning experiences and their wellbeing. Students have opportunities for extended work placements during the year. They celebrate the culture and diversity of the UAE and appreciate how Islamic values affect their daily lives.

For Development:

- Further adapt the curriculum to improve students' reading literacy skills to support their work in BTEC courses and MoE subjects.
- Formalise links between STEM subjects and English to enable students to apply their learning more effectively across the MoE and BTEC curricula.

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

Cycle 3

Health and safety, including arrangements for child protection / safeguarding

Very good

- The academy prioritises the safety and welfare of students. The safeguarding policy provides a useful framework but lacks specific detail relating to the academy itself. All adults working in the academy are currently updating their safeguarding training. The academy website lacks information on safeguarding and students' welfare.
- The learning environment is exceptionally secure, enabling all students to feel safe. All the required health and safety checks and maintenance are carried out as required. Risk assessments for the use of engineering machinery and off-site visits are very thorough.
- All rooms and workshops are accessible, enabling all students to use the full range of specialist facilities. The academy's medical support team is very active in the promotion of healthy living.

Cycle 3

Care and support

Good ↑

- There are positive and courteous relationships in all areas of the academy, which lead to purposeful and productive learning. Students relate well to one another and behave maturely. Although students attend regularly, not all are punctual at the start of lessons.
- The inclusion leader has improved identification systems so that accurate information on students' needs is available to inform teachers' planning. Comprehensive individual education plans (IEPs) are in place, with relevant, practical targets. Teachers do not always take full account of them when planning lessons.
- Effective systems guide and support students, inspiring high levels of confidence in students and their parents. They include successful coaching and skills development, so that students are suitably prepared for future education, training and employment.

For Development:

- Update the academy's student welfare policies to provide detailed guidance that is specific to the academy.
- Ensure that all adults working on the academy site have up-to-date safeguarding training.
- Implement procedures to ensure that all students are punctual at the start of lessons.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination

Good

- Leaders promote an inclusive culture. Suitable policies underpin their inclusive approach. They are put into practice by the inclusion leader, who has introduced effective planning, monitoring, review and support, geared towards improving students' achievement.
- Newly established screening systems accurately identify students' learning needs. The inclusion leader advises teachers on individual planning approaches, based on these assessments. Comprehensive IEPs give suitable guidance on improvement priorities. They do not include students' own responsibilities for improving achievement.
- There are close links with parents, who are regularly informed of their sons' progress, through formal reports and informal communications. Parental feedback strengthens the planning, review and improvement process. There are no regular sessions to raise parents' awareness of specific educational needs.
- Teachers are knowledgeable about their students, although they do not always plan work which provides sufficient challenge or support. The curriculum, particularly in the workshops, has been modified successfully to motivate and enthuse students.
- Rigorous assessment accurately identifies students' starting points. The tracking of students' progress over time highlights any necessary adjustments to interventions. Students make better than expected progress and work steadily towards vocational qualifications, which suitably prepare them for further training and employment.

For Development:

- Improve IEPs to include students' own roles and responsibilities in improving their progress.

06 LEADERSHIP AND MANAGEMENT

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

- Senior leaders, led by the principal, promote a strong vision for the academy as an educational setting which will develop the capabilities of Emirati boys. The aim is to provide them with a high-quality vocational education that prepares them well for future employment. Leaders are effective in establishing a positive learning culture, where relationships and communication are professional and effective. However, not all middle leaders are equally effective in securing improvement in their areas of responsibility.
- Self-evaluation draws on the outcomes of a variety of assessments and other information and forms the basis of improvement planning. However, the process of self-evaluation is not rigorous enough and does not align well with the descriptors of the KHDA 'School Inspection Framework'. Although the improvement plans have appropriate goals, they lack measurable targets, named personnel and defined timescales.
- The parents are very supportive of the work of the academy. It is very successful in engaging them as partners in their sons' education and training. They report that effective communication keeps them very well informed about their sons' academic progress and personal development. The academy has developed some links with the local community to provide students with additional experiences beyond the classrooms and workshops. However, few national or international links exist.
- The governing board exerts a very positive influence on the academy's leadership and direction. The board follows ethical principles and holds the principal and senior leaders appropriately accountable for the quality of provision and students' outcomes. Members seek and take account of feedback from students, parents and staff. They ensure that all statutory requirements are met.
- The academy runs very smoothly. Members of staff ensure that students have positive and beneficial learning experiences. Staff are appropriately qualified. They have regular access to appropriate training to keep them abreast of developments in academic and vocational education. The high-quality facilities are equipped with modern resources. They provide a clean, safe environment for the learning and teaching of subjects within the MoE curriculum and the engineering units of BTEC courses.

For Development:

- Ensure that all middle leaders have the capacity to bring about improvement in their areas of responsibility.
- Improve the reliability of self-evaluation and ensure that all judgements align with the descriptors in the inspection framework.
- Ensure that all improvement plans have measurable targets, identified responsible staff and defined timescales for completion.



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