

"THE RACE FOR EXCELLENCE HAS NO FINISH LINE."
- SHEIKH MOHAMMED BIN RASHID AL MAKTOUM

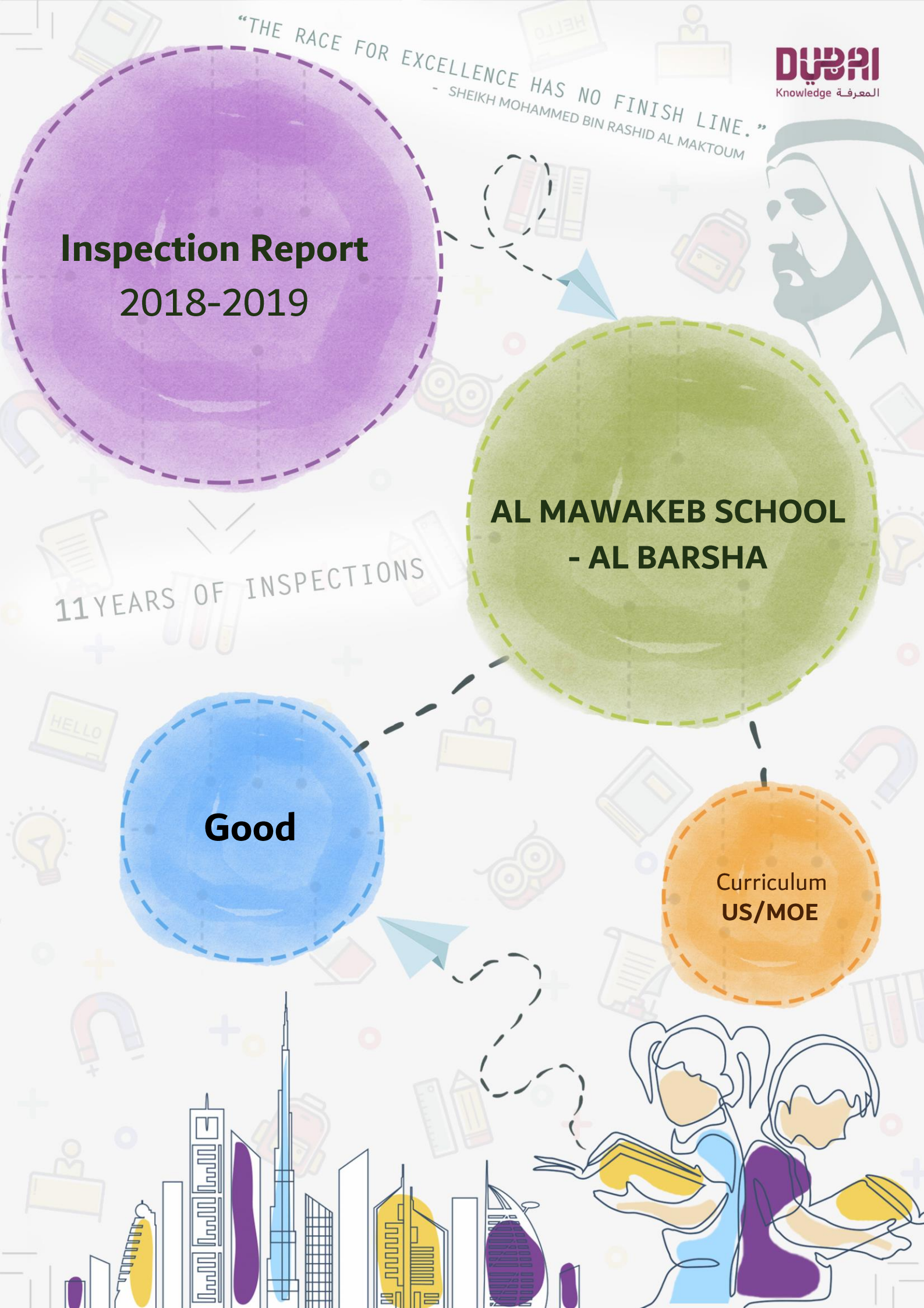
Inspection Report 2018-2019

**AL MAWAKEB SCHOOL
- AL BARSHA**

11 YEARS OF INSPECTIONS

Good

Curriculum
US/MOE



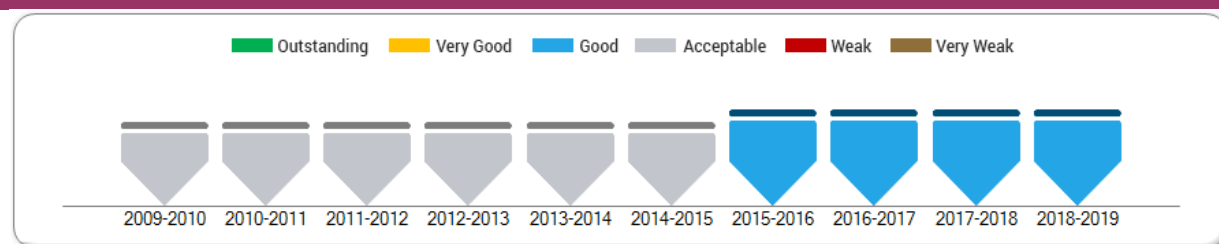
Contents

Contents.....	2
School Information.....	3
Summary of Inspection Findings 2018-2019	4
Overall School Performance	6
National Priorities.....	8
National Agenda Parameter	8
Reading Across the Curriculum.....	9
UAE Social Studies.....	9
Innovation.....	9
Main Inspection Report.....	10
The View of parents, teachers, and senior students.....	19

School Information

General Information	Location	Al Barsha
	Opening year of School	1998
	Website	www.almawakeb.sch.ae
	Telephone	00971-4-3478288
	Principal	Moussa Chahbaz
	Principal - Date appointed	1/8/2017
	Language of Instruction	English
	Inspection Dates:	11 to 14 February 2019
Students	Gender of students	Boys and girls
	Age range	4 to 17
	Grades or year groups	KG 1 to Grade 12
	Number of students on roll	2936
	Number of Emirati students	665
	Number of students of determination	107
	Largest nationality group of students	Arab
Teachers	Number of teachers	185
	Largest nationality group of teachers	Lebanese
	Number of teaching assistants	7
	Teacher-student ratio	1:16
	Number of guidance counsellors	4
	Teacher turnover	0
Curriculum	Educational Permit/ License	US
	Main Curriculum	US/MOE
	External Tests and Examinations	SAT/AP
	Accreditation	NEASC
	National Agenda Benchmark Tests	MAP

School Journey for AL MAWAKEB SCHOOL - AL BARSHA



Summary of Inspection Findings 2018-2019

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

- Overall, students have good or better attainment and progress in almost all subjects. In Kindergarten (KG), progress in mathematics and children's learning skills have improved to very good. Attainment in other phases is mostly good except in Islamic education in elementary and science in high school, where it is very good. In Arabic as an additional language in the middle and high school phases, although progress is good, attainment remains acceptable.
- Most students are self-disciplined and have a willingness to solve issues in a mature way. They know what it means to follow a healthy lifestyle. Students have an excellent understanding of Islamic values and they celebrate rich cultural experiences in their international school community. All students have a strong understanding of community and environmental responsibilities.

Provision for learners

- The quality of teaching is good across all phases. The promotion of critical thinking and differentiation are not consistently strong features of teaching. Assessment is developing and is stronger in middle and high than in the other phases. The use of assessment in lessons to meet the different needs of students and set targets, is in the early stages of development.
- The curriculum is aligned with the Massachusetts Common Core Standards. Regular reviews of the curriculum are led by the recently appointed curriculum coordinator. Field trips and school celebrations provide opportunities for active learning and added interest. Continuity and progression are well organized, but not all of the most able students and students of determination are sufficiently challenged.
- Health and safety policies and procedures ensure that students are safe at all times. Buildings, facilities and equipment are very well-maintained. Counsellors provide very effective guidance across the school to support student well-being and develop their personal and social skills. Students of determination are identified and supported well, but ineffective modification of the curriculum limits the progress of some.

Leadership and management

- Leadership is having a positive impact on students' achievements and promoting excellent personal development. Improvement plans are well-organized, but the pace of change is too rapid to ensure consistency. Links with parents are positive, but their views are not fully represented within the governing board. Management of the school is efficient and facilities and resources, including classrooms and learning spaces, are good.

What the School does Best:

- Students' excellent personal and social development and the interesting enrichment activities that they often lead or initiate
- The very good learning skills in KG and the high phase
- The deep understanding of Islamic values across all grades
- The very good attainment and progress in science, and progress in English in the high phase.

Key Recommendations:

- Improve the accuracy of self-evaluation and improvement planning by:
 - ensuring that senior leaders prioritize improvements and maintain an appropriate pace of change when implementing plans
 - using assessment information to plan lessons that are differentiated and challenge students of all groups and abilities, especially in KG and the elementary phase
 - regularly tracking students' progress towards their targets as they move through the school.

Overall School Performance

Good

1. Students' Achievement

		KG	Elementary	Middle	High
 Islamic Education	Attainment	Not applicable	Very 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	Good	Acceptable	Acceptable
	Progress	Not applicable	Good	Good	Good
 English	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Very good
 Mathematics	Attainment	Good	Good	Good	Good
	Progress	Very good ↑	Good	Good	Good
 Science	Attainment	Good	Good	Good	Very good ↑
	Progress	Good	Good	Good	Very good
		KG	Elementary	Middle	High
Learning skills		Very good ↑	Good	Good	Very good

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

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

3. Teaching and assessment

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

4. Curriculum

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

5. The protection, care, guidance and support of students

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

6. Leadership and management

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

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

National Priorities

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets.

The following section focuses on the success of the school in meeting the National Agenda Parameter targets :

Registration requirements

The school meets the registration requirements for the National Agenda Parameter.

Schools Progression in International Assessments

is approaching expectations.

- Students' performance in the Trends in International Mathematics and Science Study (TIMSS) tests improved between 2011 and 2015, and is approaching the relevant TIMSS and Program in International Student Assessment (PISA) targets in English, mathematics and science. Although benchmark assessments show improvement over time, results in English, mathematics and science are below expectations. When the outcomes of measures of cognitive ability (CAT4) are compared to benchmark assessments, students exceed their potential. Performance in science is the strongest, especially in the high phase.

Impact of Leadership

meets expectations.

- The school's National Agenda action plan is comprehensive and focused on specific actions to enhance students' progress and attainment. Adaptations to the curriculum, teaching and learning are having a positive impact on progress in benchmark assessments.

Impact of Learning

meets expectations.

- Skills in independent inquiry are better developed than students' critical thinking skills. In many lessons, students routinely analyze text and link topics to real life. Critical thinking develops most quickly when students are able to reflect and discuss their learning.

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

For development:

- Ensure that the curriculum adequately prepares students for participation in the range of external benchmark tests and assessments.
- Ensure that full use is made of assessment information to guide teaching and learning, and to provide students with targeted support and challenge.

Reading Across the Curriculum

- Assessment information is being used well to guide planning to improve current reading levels. A new online reading resource is showing the potential to have a positive impact on reading.
- Throughout the school, students are becoming more confident in applying their reading skills to their learning, this is especially the case in the high phase.
- The library supports various reading strategies and initiatives. There is scope and potential to develop the library as a reading hub for students in all subjects.
- A literacy coordinator has been appointed and is developing a cross-curricular approach to the development of literacy, this includes the development of reading as an important element.

The school's provision, leading to raised outcomes in reading across the curriculum, is emerging.

For development:

- Develop and implement a policy and action plan for reading across the curriculum.

UAE Social Studies

- The curriculum is taught in English and Arabic, and is very skillfully planned. It is greatly enhanced by a wealth of student-led activities, such as re-enacted historical trials.
- Students enthusiastically share their knowledge and experience, typically through older students making presentations to younger grades on the UAE heritage and traditions. Critical thinking is very well-developed.
- Most students demonstrate levels of knowledge, skills and understanding that are above the expected curriculum standards. They have a very well-developed sense of the UAE's place in the world.
- A wealth of assessment information indicates that most students make better than expected progress in developing key skills, knowledge and understanding linked to curriculum standards.

The school's implementation of the UAE social studies program is above expectations.

Innovation

- Innovation skills develop most quickly in lessons where students have opportunities to use technology, work independently and think critically. This is seen in some practical science lessons.
- Through activities related to their home countries, students develop their understanding of the interdependent nature of the global community.
- Students are encouraged to be creative and innovative when applying their knowledge and critical thinking to real life projects in all subjects.
- High-level classroom discussions encourage students to share views and take ownership of their own learning.
- Leaders at all levels show a clear commitment to the promotion of a culture of innovation. A committee of teachers and heads of phases is focused on increasing opportunities for innovation.

The school's promotion of a culture of innovation is developing.

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- Students across the school demonstrate a good level of knowledge and skills especially in values, morals and prayers. In the lower grades of the elementary phase, students have stronger memorization skills.
- Students increasingly develop their ability to link morals and values to their own lives. Their progress in developing the ability to interpret verses of the Holy Qur'an, analyze and infer concepts and laws, is moderate.
- Students in Grades 1 to 3 are being given more time to practice Holy Qur'an recitation. The impact of this, together with steps to increase students' engagement in lessons, is beginning to have an impact on students' understanding and skills.

For development:

- Accelerate students' progress by ensuring they are able to analyze and rationalize key concepts.

Arabic as a First Language

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

- The majority of students demonstrate language skills that exceed Ministry of Education (MoE) curriculum standards, particularly in reading and comprehension. Boys in the high school phase show slightly better performance in lessons. Elementary students are more fully engaged in learning.
- In general, students are confident readers. Their speaking skills are less well-developed, particularly in the higher grades. Younger students express their opinions and use correct Arabic with confidence, especially when provided with an appropriate level of challenge.
- New methods of teaching and assessment are increasing students' enjoyment in lessons. All students are taking part in reading projects. This is having a positive impact on their creative writing.

For development:

- Provide more opportunities for students to engage in conversations in Arabic.

Arabic as an Additional Language

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

- Although the attainment of students in the middle and high phases is in line with expectations, their progress is good when compared to their starting points. Elementary students' speaking and reading skills improve because of their levels of enthusiasm in lessons.
- Most elementary students form short sentences that consist of common words using correct grammatical structures. Students are consistently making good progress in reading. Across all phases, most students are able to follow instructions given by their teachers in Arabic.
- The use of more age-appropriate teaching and learning methods is having a positive effect on students' progress. The use of singing games, for example, is having a positive impact on the acquisition of oral language skills.

For development:

- Provide more opportunities for students to engage in conversations related to real life situations.

English

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

- When measured against curriculum standards, attainment and progress are above expectations. However, the same levels of attainment are not reflected in external benchmark tests. Children in KG learn to communicate effectively and make good progress in recognizing letters and the sounds they make.
- Reading skills develop systematically and students speak with increasing confidence and clarity. They communicate their views effectively and listen to the views of others. Children in KG make good progress in the development of early literacy skills.
- Writing is the least well-developed of the language skills. Students have too few opportunities to develop their drafting, revising and editing skills. Writing that involves research shows limited content and there are few opportunities for students to write creatively.

For development:

- Provide more opportunities for students to write at length and develop the skills of drafting, revising and editing.

Mathematics

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

- Internal assessments and students' work show attainment to be above that indicated by external assessments. Attainment is continuing to improve and a majority of students exceed expectations as indicated by measures of cognitive potential. Progress is improving most rapidly in KG.
- Children's understanding of basic numeracy develops quickly in KG. In the elementary phase, most students can calculate and add equivalent fractions. However, the level of challenge is insufficient for the more able. In the high phase students apply their mathematical knowledge effectively to real-life contexts.
- Students' knowledge of mathematical content is well-developed as is their ability to apply this to a range of problems. Students' ability to apply their knowledge to unfamiliar situations is developing well and is most successful when they explore problems in everyday contexts.

For development:

- Provide more opportunities for students to develop their mathematical reasoning skills by engaging in investigations related to everyday life.

Science

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

- In the high school phase, students' deeper understanding of scientific concepts enables them to solve problems and think more critically about their work. In some lessons, the more able students devise and carry out their own experiments, make empirical observations and draw conclusions.
- Students in all phases enjoy a challenge and develop a good understanding of the scientific method. Their work is neatly presented and illustrated by diagrams, charts and graphs to support what they have learned.
- Progress in lessons is occasionally slowed by teachers over-directing learning and not using ongoing assessment enough to check students' work and correct misunderstandings. In some lessons, progress is also hindered by the setting of work that is too easy.

For development:

- Improve attainment in all phases by raising teachers' expectation, setting work that is appropriately challenging and providing students with more opportunities to work independently.

Learning Skills

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

- Learning skills are strongest in KG and the high phase where students are less dependent on teachers. In the elementary and middle phases, the over-direction of learning by teachers, restricts opportunities for students to develop and apply their learning skills.
- Students are positive learners and happily take responsibility. When given the opportunity, they work effectively independently or in small groups. They respond well to different learning situations and support each other, offering ideas and listening to the views of others.
- Most students are able to make connections to other subjects and the real world. They often use modelling or simulations to relate learning to practical situations. The development of critical thinking skills is inconsistent across all phases.

For development:

- Provide students with more consistent opportunities to learn independently and to develop and apply their critical thinking and learning skills in all lessons.

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

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

- Most students are self-disciplined, and have a willingness to resolve issues in a mature way. They are self-reliant and work consistently well together. Almost all students are fully engaged in lessons and want to do well.
- Students are very responsive in lessons and engage in constructive discussions to solve problems. They show empathy and sensitivity to the needs of others. Relationships between students and staff are mature, respectful and considerate.
- Students understand the benefits of following a healthy life style and of regular exercise, and diet. They also encourage others to stay fit and healthy. Students are aware of how they can keep themselves safe. Attendance and punctuality are excellent.

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

- Students across the school demonstrate a strong awareness of Islamic values and show a very good appreciation of Emirati culture and society. They enjoy planning and engaging in cultural activities and festivities.
- Students have well-developed cultural awareness. They are very proud of their own cultures and are able to draw clear comparisons between their own and those of their peers. They admire Dubai's modern development and the sense of security. Their knowledge of Emirati heritage is developing.
- The school's international community contributes very positively to the development of a sense of internationalism, and enabling students to become well-informed global citizens.

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

- Students across the school have a strong sense of social responsibility. They readily participate in numerous activities that make positive contributions to the school and wider communities, and that show care for the environment. Older students have more well-developed innovation skills.
- A wide range of opportunities are available for students to make contributions to the immediate environment. This is particularly true in the upper phases of the school. Students have strong awareness of environmental issues and can explain the impact of human actions on it.
- A variety of projects and initiatives, such as peace ambassadors, have a positive impact on the development of students' leadership and innovations skills. Students in the middle and high school phases have made particularly good progress in the development of these skills.

For development:

- Provide more opportunities for students in KG and the elementary phase to develop their leadership and innovation skills.

3. Teaching and assessment

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

- Teachers' subject knowledge and their knowledge of how the subject should be taught is strong. A consistent lesson planning format is used in all subjects. However, lesson planning does not always take enough account of the differing learning needs of students.
- Positive interactions between teachers and students are a feature of all lessons. Learning objectives for lessons are usually shared with students. However, success criteria are not clear enough for students to know when they have been achieved.
- Assessment information is used effectively in some lessons to inform teaching and to address the varied learning needs of students within the class. Digital technologies and platforms are increasingly important learning tools for students, especially in the middle and high school phases.

	KG	Elementary	Middle	High
Assessment	Acceptable	Acceptable	Good	Good

- Internal and external assessment information is carefully analyzed and interrogated. Internal assessments show higher attainment than that indicated by and external benchmark tests. The gap is narrowing as the school adjusts the curriculum to reflect the needs of the tests.
- Assessment information is used to guide improvement planning in teaching and the curriculum. More use is being made of this information to set learning targets for students and to track their progress over time.
- In the most successful lessons, assessment information is used well to provide support and guidance for most groups of students. However, the guidance given to students through teachers' marking of their work does not always tell them how they can improve.

For development:

- Ensure that through ongoing assessments and the marking of their work, students are provided with guidance on how they can improve.

4. Curriculum

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

- The revised curriculum is linked to the Massachusetts Common Core standards. The curriculum provides students with a good range of learning experiences. It is relevant and includes a reasonable balance of knowledge and skills, with opportunities for creative thinking and innovation.
- Continuity in learning is suitably organized, particularly at the time of transition between phases. Recent reviews of the curriculum have led to changes intended to place increased emphasis on skill development. These changes are too recent for the impact to be evaluated.

- Students' learning experiences are enhanced through field trips, whole-school celebrations and co-curricular activities. However, not enough emphasis is placed on the development of literacy across the curriculum.

	KG	Elementary	Middle	High
Curriculum adaptation	Good	Good	Good	Good

- Curriculum modifications successfully meet the needs of most groups of students, particularly in terms of their personal and social development. However, the curriculum is not as consistently effective in meeting the needs of the most able students and students of determination.
- The curriculum engages most students effectively. It offers students in the middle and high school phases with a reasonable amount of choice. Planned adaptations to the curriculum are not always followed through in practice.
- Increased emphasis is being placed on the promotion of enterprise and innovation. The co-curricular programme provides opportunities for students to develop these skills and to pursue their wider interests. The curriculum provides a range of activities related to the history and traditions of the UAE.

For development:

- Ensure that the curriculum is appropriately adapted to meet the needs of the most able students and students of determination.

5. The protection, care, guidance and support of students

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

- All health and safety policies and procedures are regularly reviewed and updated. These include safeguarding and child-protection policies. Steps are taken to protect students from all forms of abuse, including bullying and cyber-bullying. Regular training ensures that staff are up-to-date with all policies and procedures.
- The school campus is safe and clean, and buildings, facilities and equipment are very well-maintained. Prompt action is taken to repair any deficiencies. Thorough safety checks are regularly carried out and effective systems are in place to ensure safety on school transport.
- The promotion of safe and healthy living is incorporated into the daily life of the school. Participation in physical activities encourages students to adopt healthy lifestyles. Medical staff contribute to the health education program and ensure that students' health records are securely maintained.

	KG	Elementary	Middle	High
Care and support	Good	Good	Good	Good

- Staff-student relationships are characterized by mutual trust and respect. Effective classroom management and students' positive attitudes to learning, result in very good behavior. Effective recording and monitoring systems support high levels of attendance and punctuality.
- Well-established practices facilitate the identification and support of students of determination and those with gifts and talents. However, in many lessons, an ineffective approach to curriculum modification and differentiation limits the progress of some of these students.
- The school counsellors effectively support students' personal development and well-being. Older students are provided with effective advice and guidance in choosing an appropriate career path, fulfilling graduation requirements and applying to universities. However, transition planning for graduating students of determination is under-developed.

For development:

- Ensure that students of determination are provided with appropriate support and guidance at the time of graduating from school.

Inclusion of students of determination (Students of determination)

Provision and outcomes for students of determination	Good
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- The governor for inclusion, the inclusion champion and the special educational needs coordinator collaborate effectively to organize the provision, and are held responsible for outcomes. Leaders state a commitment to inclusion, but the student population does not reflect this.
- Students who may have academic or developmental needs are identified through parent interviews, entry assessments and observations. The processes for identifying specific types of learning needs are evolving gradually. The recent use of diagnostic assessment tools is enabling more precise identification of needs.
- Parents appreciate the efforts that leaders and teachers make to include and support their children. They attend meetings to discuss their children's individual education plans (IEPs), but they do not receive sufficient feedback on the progress made towards the IEP targets.
- Learning support teachers and counsellors provide effective interventions to enhance the academic and personal development of students. However, the implementation of the planned differentiation strategies, accommodations and curriculum modifications recommended in students' IEPs is inconsistent.
- The majority of students make at least good progress in observed lessons and in standardized curriculum assessments. The lack of specific and measurable targets in the IEPs means that the achievement of those targets cannot be used to record progress.

For development:

- Involve parents more fully in the development of their children's IEPs and ensure that they are fully informed of their children's progress.
- Ensure that the targets in students' IEPs are measurable and used to track their progress.

6. Leadership and management

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

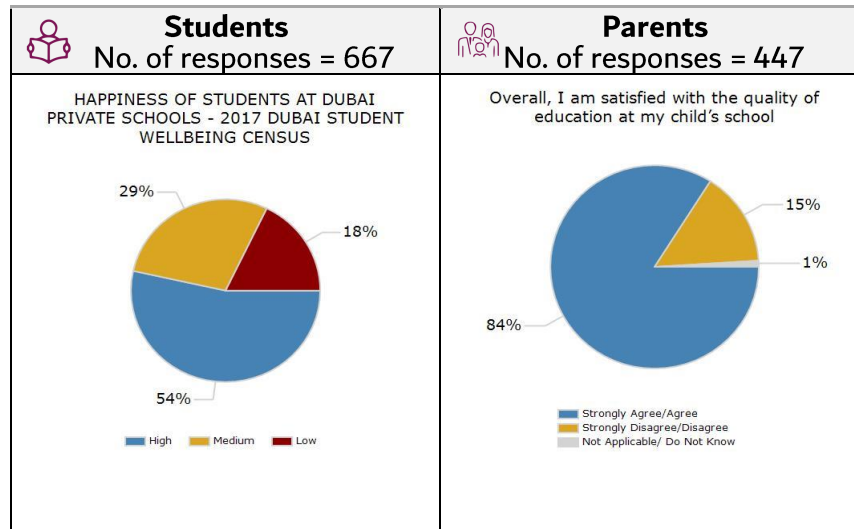
- The principal and senior leaders are ambitious. They want to provide the best possible education in a learning climate that promotes both high academic standards and strong personal development. Morale throughout the school is positive with all staff wanting the best for students. Leaders know what needs to be improved and have achieved some success, but more time is needed for improvements to have an impact on students' attainment and progress.
- Self-evaluation includes assessments of the effectiveness of teaching and learning and underpins improvement planning. Leaders know most of the areas in which improvement is needed and these are included in the school action plan. However, the pace of change is too rapid to ensure that initiatives are firmly embedded before the next step is taken. As a result, there is inconsistency in the school's effectiveness.
- Parents are successfully engaged as partners in the life of the school and any queries or concerns are welcomed and dealt with. Effective communication through the Internet, regular reports and parents' evenings ensures that parents are well informed about their children's learning and progress. Many parents are former students and they help the school in developing local, national and international partnerships.
- The range of expertise within the governing board enables governors to review all aspects of the school's performance. They regularly seek the views of senior leaders, staff and students, and hold leaders to account for the school's performance. The governing board does not include representation from parents, but additional parents' meetings are used to obtain their views.
- The school runs efficiently on a day-to-day basis and is well-staffed to implement the curriculum. Most classrooms and learning spaces are of high quality. A wide range of resources, including digital technologies, is deployed to increasing effect. The program of professional training for teachers is beginning to have a positive impact on teaching and learning.

For development:

- Ensure that the pace of change is realistic and initiatives are fully embedded and evaluated before moving on.
- Ensure parent representatives have a clear role within the governing board.

The View of parents, teachers, and senior students

Before the inspection, the views of the parents, teachers and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements.



 Students	A large majority of the students are happy in their school and see the school as a safe place. Most students believe that they are doing well in their school work, although a large minority feel that having too much homework is a barrier to their engagement in after-school activities. Inspection findings support the survey comments.
 Parents	Most parents are satisfied with the quality of education at the school, and almost all parents agree that their children are kept safe at school. However, a minority of respondents feel that school leaders do not always listen and act on their views. This suggestion is not supported by inspection findings.

What happens next?

The school has been asked to prepare and submit an action plan to DSIB within two months of receiving the inspection report. This should address:

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

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

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

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