

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

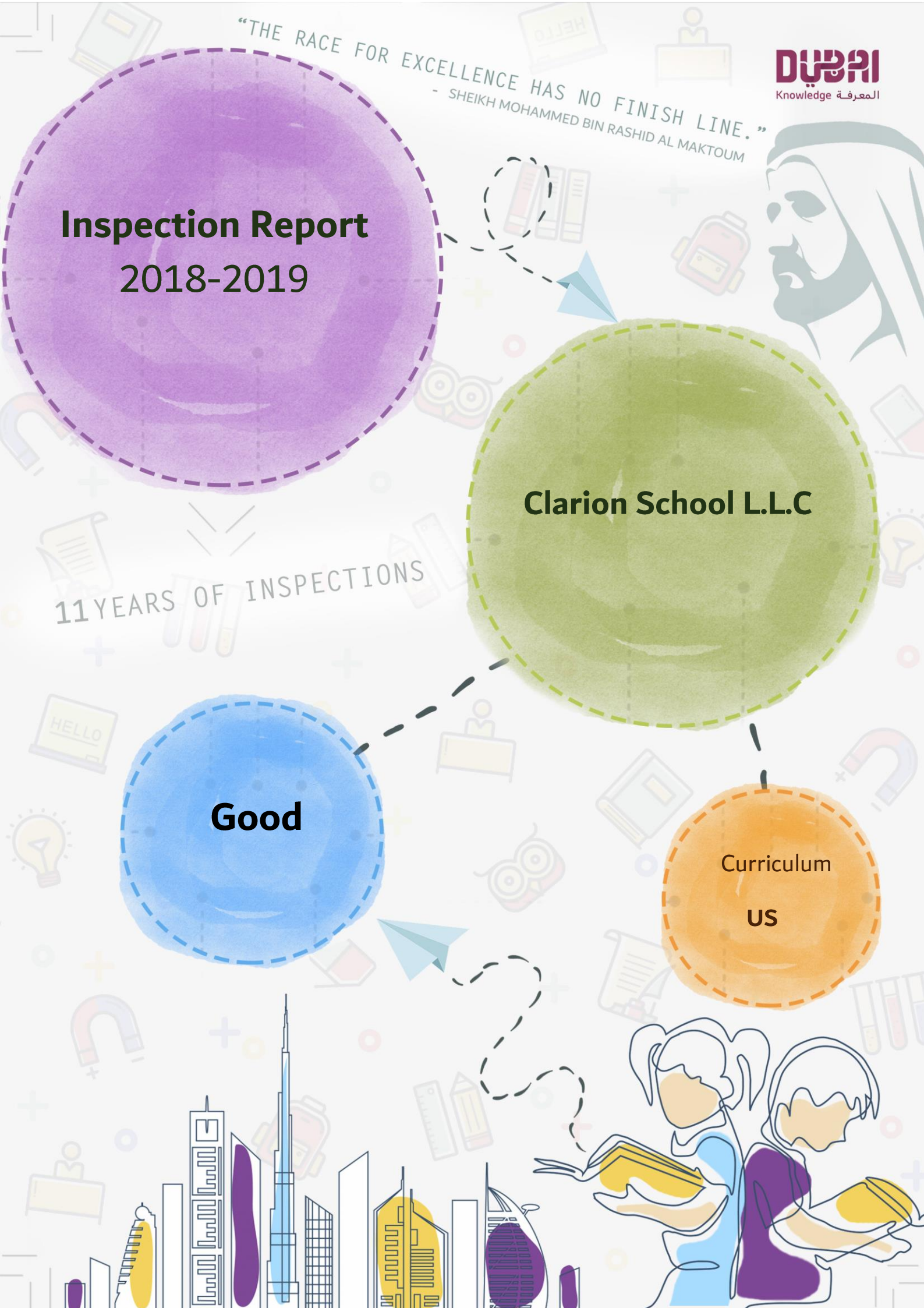
Inspection Report 2018-2019

Clarion School L.L.C

11 YEARS OF INSPECTIONS

Good

Curriculum
US



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 Views of Parents.....	20

School Information

General Information	 Location	Al Quoz 1
	 Opening year of School	2016
	 Website	www.clarionschooldubai.com
	 Telephone	04-4073000
	 Principal	Ms. Lisa Ripperger
	 Principal - Date appointed	1 st September 2018
	 Language of Instruction	English
	 Inspection Dates:	11 to 13 February 2019
Students	 Gender of students	Boys and girls
	 Age range	3-11
	 Grades or year groups	KG 1-Grade 5
	 Number of students on roll	254
	 Number of Emirati students	18
	 Number of students of determination	7
	 Largest nationality group of students	American
Teachers	 Number of teachers	28
	 Largest nationality group of teachers	American
	 Number of teaching assistants	16
	 Teacher-student ratio	1:9
	 Number of guidance counsellors	1
	 Teacher turnover	37%
Curriculum	 Educational Permit/ License	US
	 Main Curriculum	US
	 External Tests and Examinations	MAP, CAT4
	 Accreditation	NEASC Candidate
	 National Agenda Benchmark Tests	MAP, CAT4

School Journey for Clarion School L.L.C

■ Outstanding
 ■ Very Good
 ■ Good
 ■ Acceptable
 ■ Weak
 ■ Very Weak



2018-2019

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

- Students' achievements in English, mathematics and science are generally good, but attainment in mathematics is only acceptable in the elementary school. In Islamic education, attainment is weak and progress is acceptable, while in Arabic as a first language and as an additional language, attainment and progress are both weak. Students are enthusiastic, curious learners. When given the opportunity, they demonstrate independent inquiry and questioning skills and can clearly articulate their wondering and reasoning.

Provision for learners

- Teaching and assessment are good. Teachers create supportive learning environments. Most use good quality questioning and varied teaching methods to promote the active engagement of students in their learning. School-based assessments are well aligned to curriculum standards. Teachers use external assessment data to track progress, but their use of these data to inform planning is not fully developed.
- The curriculum is based on the Common Core Standards. It is broadened by the addition of other subjects and the use of a range of commercial resources. Modifications to the curriculum are made regularly, as required, although differentiation for individual needs in lessons is inconsistent.
- The school provides a safe and secure learning environment with well-defined child protection procedures. There are mutually respectful relationships that result in very good behavior and attendance. Teachers monitor students' well-being and personal development effectively.

Leadership and management

- Current leaders have improved staff stability, which positions the school well for clearly defining its vision of inquiry-based, experiential learning and rapid progress. The school's self-evaluation is too positive, and there are significant areas to be addressed, especially Islamic education, Arabic and inclusion. Governors include owners, parents and educational experts who are knowledgeable about the school. They hold the principal to account and attend to immediate improvement priorities.

What the school does best:

- Students' personal development is strong. Students are curious and enthusiastic learners, demonstrating self-regulation and respectful relationships with teachers and their peers.
- The school provides a healthy and safe learning environment.

Key Recommendations:

- Improve self-evaluation and planning for improvement, ensuring that they are based on all available evidence, including regular and rigorous evaluation of the quality of teaching.
- Ensure that governance fully meets all responsibilities for strategic direction, educational provision and student outcomes, especially in relation to national priority areas.
- Improve students' achievement in Islamic education and Arabic by:
 - ensuring effective teaching that engages students by raising teacher expectations, accelerating the pace of lessons and using different strategies that are appropriate to students' language proficiency levels
 - ensuring that internal assessments reflect students' actual attainment and using the data obtained to inform curriculum adaptation and teaching.
- Prioritize the development of an inclusive ethos that is aligned with national requirements, including governance, admissions, identification of needs and adaptation of the curriculum.

Overall School Performance

Good

1. Students' Achievement

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

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

	KG	Elementary
Personal development	Very good	Very good
Understanding of Islamic values and awareness of Emirati and world cultures	Acceptable	Acceptable
Social responsibility and innovation skills	Good	Good

3. Teaching and assessment

	KG	Elementary
Teaching for effective learning	Good	Good
Assessment	Good	Good

4. Curriculum

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

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

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

6. Leadership and management

The effectiveness of leadership	Good
School self-evaluation and improvement planning	Acceptable
Parents and the community	Good
Governance	Acceptable
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 (N.A.P.), 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 N.A.P. targets:

Registration requirements

The school meets the registration requirements for the N.A.P. for the academic year 2018-2019.

School's Progression in International Assessments

meets expectations

- The school's progression on the National Agenda benchmark assessment, MAP, is good overall. The MAP scores display improved results from year to year, especially in mathematics. Comparison of students' measured potential with their achievement scores shows that they exceed their potential in English and mathematics. In science, students' achievement is in line with their measured potential.

Impact of Leadership

meets expectations

- The school collects and analyzes different types of assessment data. Data are used to monitor students' progress, but their use to differentiate instruction is still developing. The school's National Agenda action plan describes how CAT4 and MAP data can be used to inform teaching practices, identify gaps in learning and ensure that students understand their strengths and next steps in learning. The plan has appropriate timeframes, responsibilities and success criteria.

Impact on Learning

meets expectations

- Most teachers ask high-level questions that encourage critical thinking, while others ask closed, unchallenging questions. Students have some opportunities for open-ended investigation, independent research and the use of learning technologies. However, these are often excessively guided by teachers or teaching assistants.

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

For Development:

- Improve students' achievement on the MAP test in science to ensure that it meets at least their measured potential.
- Improve teachers' use of assessment data to plan lessons that meet the needs of different learners.
- Promote students' critical thinking in lessons by ensuring that all teachers use effective questioning skills.
- Provide students with more open-ended activities in which they are more responsible for their own learning.

Reading Across the Curriculum

- The school has employed a reading specialist and implemented a comprehensive reading program with regular reading records. There are already significant improvements, especially for students whose reading was below grade level.
- Students' reading skills and use of strategies are well developed in English language arts but are very limited in Arabic. In mathematics and science, students have few opportunities to read or use technical vocabulary.
- The library is spacious, bright and centrally located, and includes some books in Arabic and French. Students attend weekly classes, but the library is underused for independent research and at break times.
- The new principal has made reading the main priority this year, in response to the MAP scores that have shown that many students were reading below grade-level expectations.

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

For Development:

- Ensure that the reading improvements evident in English are optimized across all subjects, especially Arabic, mathematics and science.

UAE Social Studies

- The school is beginning to implement the UAE social studies program by integrating content with the US social studies curriculum.
- Because the UAE social studies curriculum standards are not fully implemented, there is no evidence to evaluate students' attainment, progress or development of learning skills.

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

Innovation

- Students are curious, enthusiastic learners who question, observe, predict and hypothesize. However, there is no systematic progression in the levels of challenge and skill development, and students' use of technology is not a consistent feature of learning.
- Students enjoy a wide range of creative projects, but these are not always focused on real-world problems and solutions.
- Teachers are working with the innovation coach to develop a better understanding of innovation. Critical thinking and problem solving are apparent in the better lessons, but teacher intervention often constrains students' investigative and innovative thinking.
- Innovation is taught through discrete lessons and is embedded in units of study in each grade level. It is prescriptive because projects are determined by teachers not by students.
- The innovation champion and the designated exploration and workshop spaces are raising the profile of innovation and boosting teachers' and students' confidence in taking more risks in teaching and learning, respectively.

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

Main Inspection Report

1. Students' Achievement

Islamic education

	KG	Elementary
Attainment	Not applicable	Weak
Progress	Not applicable	Acceptable

- Most students make adequate progress in lessons against modest learning objectives. Progress in the lower grades is better than in the upper grades. The majority of students attain levels that meet curriculum expectations.
- The majority of students have adequate knowledge and understanding of the pillars of Islam, Seerah and the importance of showing respect to parents. Their memorization of the Holy Qur'an and recitation skills are inconsistent but are better in the classes that are taught in Arabic.
- Teachers' coverage of the required material is variable. For example, in Grades 4 and 5, they have only taught the first few topics in the textbook.

For Development:

- Encourage students to apply their learning to real-life situations by giving them appropriate activities.
- Ensure that instruction covers the curriculum standards in each grade.

Arabic as a First Language

	KG	Elementary
Attainment	Not applicable	Weak
Progress	Not applicable	Weak

- The majority of students are working below curriculum standards. They are not making adequate progress due to low teacher expectations and low levels of challenge in lessons. They are rarely given opportunities to engage in discussions or to read a full text.
- Students can decode Arabic words and repeat aloud after the teacher. However, their ability to read, analyze and comprehend meaningful texts is limited. Their writing skills are limited to copying words and phrases, and they get no opportunities to develop independent writing as they move through the phase.
- Because students are not given enough opportunities to discuss or present their learning, their speaking skills are not well developed. Their ability and confidence to communicate in standard Arabic are limited.

For Development:

- Raise teacher expectations and allow students to work in groups and independently to develop their reading and writing skills.
- Integrate daily speaking and presentation opportunities to ensure that students develop fluency using standard Arabic vocabulary and grammar.

Arabic as an Additional Language

	KG	Elementary
Attainment	Not applicable	Weak
Progress	Not applicable	Weak

- Low teacher expectations and didactic teaching limit students' attainment and progress. As students move through the grades, they do not acquire enough vocabulary and grammar to form meaningful sentences or expressions.
- Students' reading skills are limited to the decoding of isolated words at best. They are not exposed to meaningful texts to develop their comprehension skills. Their writing skills are limited to the copying of words, and only a minority can use them in writing simple sentences of their own.
- There is no sequencing in the curriculum to develop communicative language skills as students move through the grade levels. Their ability to communicate in Arabic for daily purposes is limited.

For Development:

- Accelerate acquisition of vocabulary and simple sentence structures to enable learners to use Arabic for simple language functions related to daily routines, family and school.
- Raise teacher expectations to match the required MoE framework standards in all language skills, including reading, writing and speaking.

English

	KG	Elementary
Attainment	Good	Good
Progress	Good	Good

- English language development is a daily feature in both phases, and students perform well on external assessments and in lessons. The majority of students are confident, competent readers. Older students purposefully use a range of reading strategies.
- Students demonstrate strong skills across the language domains of listening, speaking, reading and writing. Younger students use creative spellings in their writing to express their thoughts and feelings. Students in the upper elementary school respond to a wide array of writing prompts and assignments, using wide vocabulary and appropriate structures.
- Since the appointment of a new reading specialist and the introduction of a comprehensive reading program, students' reading proficiency levels have significantly improved, especially for those who were reading below grade level. There are limited opportunities for students to use learning technologies.

For Development:

- Ensure students' access to technology in lessons is sufficient to improve their digital literacy.

Mathematics

	KG	Elementary
Attainment	Good	Acceptable
Progress	Good	Good

- The majority of students make good progress in lessons, but insufficient challenge and rigor limit their abilities to reach their potential, especially in the elementary school. Conceptual understanding is not always secure for all students because of the pace of lessons.
- Students are developing their skills in mental mathematics and number sense. They make good progress in calculations and recalling of facts. Although children in the KG are developing skills of addition pairs to 10, their conceptual understanding of addition and subtraction is at an early stage of development.
- Insufficient opportunities for problem solving limit students' ability to think mathematically. Enquiry, critical thinking and research skills, as well as application of skills in unfamiliar contexts, are underdeveloped.

For Development:

- Implement strategies to accommodate different learning styles, entry points and pace of understanding in all classes to improve students' attainment and accelerate their progress.

Science

	KG	Elementary
Attainment	Good	Good
Progress	Good	Good

- In lessons in both phases, the majority of students demonstrate knowledge and understanding of scientific concepts that exceed curriculum expectations. In the elementary school, this is reflected in school-based assessment data and students' work, but less so in external MAP results.
- Students consistently acquire knowledge and practice scientific skills through hands-on activities. Progress in lessons is generally good but sometimes hindered by too much guidance from adults. Specific elements of the scientific method, such as hypothesizing and reaching conclusions, are not sufficiently embedded in students' work across the school.
- The recently-acquired resources are starting to have a positive impact on students' outcomes.

For Development:

- In the elementary school, improve students' attainment and progress as measured by the external MAP test.
- Provide students with more independence in hands-on work and further develop their scientific skills in both phases.

Learning Skills

	KG	Elementary
Learning skills	Good	Good

- Children in KG and students in the elementary school are keen to learn and achieve. Across the school, students enjoy learning independently, collaborate well and are able to connect what they learn in school with real-life contexts.
- Throughout the school, learners can clearly explain their learning and often pose their own pertinent questions to one another and to teachers. At times, in both phases, adult intervention limits students' investigative curiosity and, therefore, their critical thinking and problem-solving skills.
- The school's learning environment is well designed to promote investigative learning in classrooms and hallway workshop spaces. Outdoor learning in the KG, judicious use of learning technologies across the school and student-initiated learning in the 'Exploratorium' and 'Maker Space' are not yet fully developed.

For Development:

- Ensure that teacher intervention provides well-judged support without constraining students' investigative skills.
- Develop students' judicious use of learning technologies for research and within the context of design-and-make activities, to promote their critical and innovative thinking.

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

	KG	Elementary
Personal development	Very good	Very good

- Across both phases, most students display high levels of behavior in lessons and around the school. They have positive and responsible attitudes towards their learning and school life. They have a strong sense of personal responsibility, are self-disciplined and courteous and show confidence in expressing their views.
- Most students are respectful to others and enjoy excellent relationships with staff and peers. They engage enthusiastically in discussions and respond well to critical feedback. They show tolerance, friendliness and curiosity to members of the school community and to visitors.
- From the KG to Grade 5, students adopt a healthy lifestyle. Most make and understand healthy choices of what they eat, and they know how to stay safe. Attendance is very good.

	KG	Elementary
Understanding of Islamic values and awareness of Emirati and world cultures	Acceptable	Acceptable

- Students demonstrate a basic understanding of some key Islamic values and practices. However, their knowledge of how these affect life in the UAE is inconsistent.
- Students have adequate knowledge of key features of Emirati culture, such as the physical environment, monuments and places, but their understanding of the history and symbols of the UAE is underdeveloped.
- Students enjoy the great diversity in the school, which allows them to make friendships and learn about other cultures. They have strong affiliations with their own culture.

	KG	Elementary
Social responsibility and innovation skills	Good	Good

- School field trips expose students to cultural and educational experiences in Dubai and the surrounding emirates. Students have limited opportunities to be active participants in community activities.
- Students have a positive work ethic appropriate for their age. They keep their classrooms and general areas clean and orderly. They enjoy opportunities to be creative, and they design projects and activities that support their learning.
- Students study the environment within and outside their school. KG classes conduct a plastic bottle-recycling project. On 'Spring into Green Day', community environmental agencies give presentations to all grade levels to inform them about conservation.

For Development:

- Improve students' understanding of Islamic values and the history and culture of Dubai and the UAE.

3. Teaching and assessment

	KG	Elementary
Teaching for effective learning	Good	Good

- Teachers' strong subject knowledge and understanding of teaching processes enable them to plan lessons that have clear learning objectives and actively engage learners. Teaching promotes collaboration, communication and learning skills, although opportunities to use learning technologies are limited.
- In both phases, the positive relationships and the supportive atmosphere contribute to a productive learning environment. Although teachers have expectations of what students can attain, in a minority of lessons, students are capable of achieving more.
- In the better lessons, there is a strong pace of learning, high-quality questioning and varied teaching strategies. However, these are not consistently embedded practices. Assessment data is available in all classes, but teachers do not always use it to set differentiated targets to meet all learners' needs.

	KG	Elementary
Assessment	Good	Good

- Internal school-based assessments are well aligned to curriculum standards in most subjects. The school uses external assessments, such as MAP, to benchmark its students' outcomes at the international level.
- The school collects and analyzes internal and external assessment data and uses the analyses well to track the progress of individuals and groups of students. However, the use of assessment information to inform teaching and learning is at an early stage of development across the school.
- The school has started to use assessment data to provide interventions, such as supporting students through a guided reading system and a literacy framework.

For Development:

- Ensure that teachers promote students' use of technology in lessons to improve their learning skills.
- Ensure that assessment data are used more effectively in the planning and delivery of lessons to meet the learning needs of all groups of students.

4. Curriculum

	KG	Elementary
Curriculum design and implementation	Good	Good

- The New York State Common Core Standards are supplemented with Next Generation Science Standards and commercial literacy and mathematics programs. Islamic education and Arabic lessons are provided at all grade levels.
- French, music, physical education and art-and-design lessons expand and enrich the curriculum. A large number of no-fee activities is available through a daily after-school program that is supported with arrangements for late transportation home.
- The Khan Academy online portal is used to broaden the school's curriculum and is available at no charge for students in Grades 4 and 5, to provide them with more-challenging opportunities in language and mathematics.
- Moral education is not fully embedded into the curriculum.

	KG	Elementary
Curriculum adaptation	Good	Acceptable

- Curriculum modifications are ongoing and occur in weekly planning meetings. These are supported by the use of a curriculum mapping software, modified specifically for the school.
- However, in some lessons, there is a lack of differentiation, and the learning needs of all students are not consistently addressed. This is especially evident in Islamic education and Arabic lessons.
- Some cross-curricular links are made between subjects. An extensive range of field trips for all grades provides external community links.
- Arabic is taught once per week in KG 1 and twice per week in KG 2.

For Development:

- Ensure consistency in the delivery of the Islamic education and Arabic curricula to meet the needs of all students and ensure that the appropriate standards are met.

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

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

- The school has clear, well-defined procedures in place for child protection to ensure that students are safe. These are reviewed regularly. All staff receive training on any updates or changes to the school's procedures. All areas of the school premises are accessible.
- The school provides a very safe, hygienic and secure environment for students and staff. Detailed student medical records are kept in the clinic. Medical staff provide high levels of care and keep teachers informed about health conditions that might affect students' learning.
- Arrangements for school transport are very effective. School buses are well organized and supervised at the beginning and end of each day. The school meets all legal requirements, including those for emergency evacuation drills. The school actively minimizes risks to students.

	KG	Elementary
Care and support	Good	Good

- Throughout the school, mutually respectful relationships create a positive learning environment.
- Effective systems encourage students to behave well and maintain very good attendance. Measures to identify students' special educational needs, gifts and talents are adequate.
- The school appropriately supports students of determination and those with gifts and talents, although interventions are not always promptly implemented. When support is provided, it mostly promotes students' consistent progress.
- Effective arrangements across the school allow teachers to monitor students' well-being and personal development and enable students to seek personal advice and guidance. Particular programs support the personal development needs of groups and individuals.

For Development:

- Identify students' special needs, gifts and talents in ways that secure prompt and effective interventions.
- Ensure that all staff are suitably trained to take responsibility for all students' learning in their lessons.

Inclusion of students of determination

Provision and outcomes for students of determination

Acceptable

- Senior and middle leaders are beginning to develop a suitable vision for inclusive education through the inclusive education action plan priorities. The inclusion governor and inclusion champion roles are not securely established, nor is there a wider inclusive education action team.
- Suitable measures identify barriers to learning and are supplemented appropriately by external diagnoses. Potentially-helpful support is not always promptly implemented. The compilation of individual education plans (IEPs) and the review following subsequent interventions are not fully established.
- Parents are well engaged as partners in their children's learning. The school is attentive and responsive to parents' views and experiences. Helpful advice and guidance are exchanged between school and home. Frequent informal communication supports the emergent formalized IEP process.
- Throughout the school, specialist staff and well-trained learning support assistants provide the most effective interventions. Class teachers' management of learning for students of determination is a developing feature. Curricular modification is not sufficiently personalized to effectively meet individual needs.
- Tracking and monitoring of academic progress show that the majority of students of determination make good progress in their learning, particularly in reading. Evaluation of progress towards personal and social development goals is an emergent feature that is not yet comprehensive.

For Development:

- Prioritize the development and implementation of the school's vision for inclusive education, in accordance with the national priority expectations of all schools.
- Ensure that class teachers implement well-informed, prompt and relevant interventions to meet individual learning needs as soon as these become evident.

6. Leadership and management

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

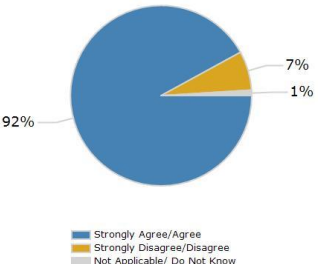
- Senior leaders have a vision for the school's inquiry-based experiential learning and a clear view of areas for development. A shared understanding of the school's vision is developing, and priorities and long-term strategic intentions are not clear to all. There are gaps in leadership, resulting in lack of consistent quality in teaching, assessment and curriculum adaptation, most notably in Islamic education and Arabic. The internal leadership capacity is not fully optimized in the rapidly growing KG or in developing a fully inclusive ethos.
- The self-evaluation process involves teachers and leaders. Because the school does not fully understand how to benchmark against a rigorous inspection framework, self-evaluation judgements are over-optimistic and not firmly evidence-based. The teacher evaluation system is not yet formally implemented. Teachers' use of assessment data to differentiate is inconsistent. Action plans focus on immediate priorities and are adjusted regularly. However, significant areas are not addressed, and there is no clear strategic plan for longer-term development. Leaders have improved staff stability and capacity, which positions the school well for moving forward.
- The parents' committee and parents' council engage parents well in the school's corporate and academic life. The school gives parents easy access to teachers and to senior staff and is receptive to their views. However, parents are not always sure how or with whom to initiate dialogue about matters of concern. Progress reports keep parents well informed with suitably detailed information. The Giving Back committee exemplifies thoughtful community outreach.
- Governance includes owners, parents and educational experts who are knowledgeable about the school. Governors hold the principal accountable through regular meetings and monitoring of assessment data. They make resources available to meet immediate priorities and to implement improvements. Examples include hiring new middle leaders for reading and innovation and starting new programs for key subjects, many of which have already had a positive impact. However, significant areas of national priority are still in urgent need of development, especially in Islamic education, Arabic and inclusion.
- The school is managed well on a day-to-day basis. Almost all teachers have appropriate teaching qualifications and are deployed effectively. The facilities provide a safe and pleasant learning environment. The school library is well equipped with English books but does not have sufficient Arabic books. Available resources are used well to promote students' academic and personal development, but the use of technology to promote learning is limited.

For Development:

- Review the leadership structure in order to distribute roles and responsibilities more effectively, to harness the passion and expertise across the school and to ensure that key areas have clear direction.

The Views of Parents and students.

Before the inspection, the views of parents and students were surveyed. Key messages were considered during the inspection and these helped to form inspection judgements.

 Students No. of responses = 0	 Parents No. of responses = 153
Not applicable	Overall, I am satisfied with the quality of education at my child's school  92% 7% 1%  Strongly Agree/Agree  Strongly Disagree/Disagree  Not Applicable/ Do Not Know

 Students	Not applicable
 Parents	The majority of parents are very happy with the school, although a small number express concern about the fact that teachers do not really provide the progressive personalized education promised. This is supported by the inspection findings. The understanding and implementation of the school's inquiry-based experiential learning approach is variable.

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