

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

Inspection Report 2018-2019

Dubai English Speaking School

11 YEARS OF INSPECTIONS

Outstanding

Curriculum
UK



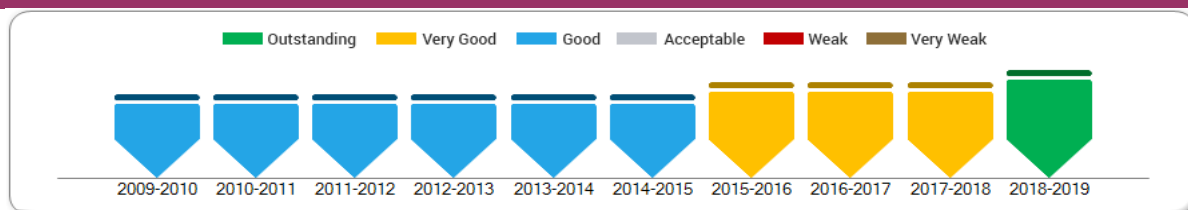
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School Information

General Information	Location	Umm Hurair
	Opening year of School	1963
	Website	www.dessdubai.com
	Telephone	043371457
	Principal	Catherine Dando
	Principal - Date appointed	1/9/2014
	Language of Instruction	English
	Inspection Dates:	19 to 21 November 2018
Students	Gender of students	Boys and girls
	Age range	3-11
	Grades or year groups	FS1-Year 6
	Number of students on roll	995
	Number of Emirati students	7
	Number of students of determination	52
	Largest nationality group of students	UK
Teachers	Number of teachers	61
	Largest nationality group of teachers	British
	Number of teaching assistants	43
	Teacher-student ratio	1:16
	Number of guidance counsellors	0
	Teacher turnover	11%
Curriculum	Educational Permit/ License	UK
	Main Curriculum	UK
	External Tests and Examinations	CAT4 and GL tests
	Accreditation	BSO
	National Agenda Benchmark Tests	GL

School Journey for Dubai English Speaking School



Summary of Inspection Findings 2018-2019

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

Students' Outcomes

- Children make excellent progress in the Foundation Stage and most exceed the Early Learning goals. This rapid progress continues through the primary phase, and achievement in English, mathematics and science is high at the end of Year 6. Students make good progress in Islamic education and Arabic, although attainment is acceptable. Students of determination make excellent progress towards their individual targets.
- Throughout the school, students' respectful and considerate behaviour makes a significant contribution to the school's welcoming and purposeful learning atmosphere. Students display highly positive and very mature attitudes to learning. They have an excellent understanding of the culture and traditions of the UAE. They draw on their well-developed innovative and entrepreneurial skills as they enthusiastically take on a variety of leadership roles.

Provision for learners

- Highly successful teaching fully engages students' attention and interest. The very skilful use of questioning encourages students to think more deeply and to explain their reasoning, thus promoting higher-order thinking. Assessment information is carefully analysed to identify strengths and gaps in students' learning. Teachers make excellent use of this information to ensure that work is closely matched to students' learning needs.
- The curriculum is exceptionally well planned to ensure progression in learning. The emphasis on child-initiated learning in the Foundation Stage provides the basis for self-directed learning in the later years. The curriculum is very well adapted to meet the needs of students of determination and those with particular gifts and talents. The development of enterprise and innovation skills permeates the curriculum.
- Safeguarding procedures are guided by very clear policies. All staff receive safeguarding training. Students are carefully supervised and kept safe both within school and when on school transport. Healthy living and active lifestyles are promoted throughout school life. Excellent support for students of determination, and for those with particular gifts and talents, ensures that all maximise their potential.

Leadership and management

- Highly effective leadership is central to the school's success. Leaders, at all levels, encourage staff and students to be creative and innovative in the pursuit of excellence in all areas of the school. The school development plan is based on accurate self-evaluation. Parents' views are respected and the school responds quickly to any concerns. Trustees are exceptionally well informed of all aspects of the school's performance.

What the School does Best:

- Outstanding leadership that has developed an inclusive culture in which creativity flourishes
- First-rate teaching and the thoughtful use of assessment information which promote outstanding attainment in English, mathematics and science
- The outstanding environment for learning in the Foundation Stage, excellent personal and academic development, and a sense of social responsibility
- The outstanding partnerships with parents and the excellent arrangements for keeping students safe and promoting healthy life styles and emotional well-being
- The imaginative curriculum, excellent library and stimulating teaching areas for Arabic, French, art and music

Key Recommendations:

- Raise students' achievement in Islamic education and Arabic to match that seen in other subjects and ensure that assessments of attainment are aligned with Ministry of Education (MoE) curriculum standards.

Overall School Performance

Outstanding ↑

1. Students' Achievement

		Foundation Stage	Primary
 Islamic Education	Attainment	Not applicable	Good
	Progress	Not applicable	Good
 Arabic as a First Language	Attainment	Not applicable	Acceptable
	Progress	Not applicable	Good
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable
	Progress	Not applicable	Good
 English	Attainment	Outstanding	Outstanding ↑
	Progress	Outstanding	Outstanding ↑
 Mathematics	Attainment	Outstanding	Outstanding ↑
	Progress	Outstanding	Outstanding ↑
 Science	Attainment	Outstanding	Outstanding ↑
	Progress	Outstanding	Outstanding ↑
		Foundation Stage	Primary
Learning skills		Outstanding	Outstanding

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

	Foundation Stage	Primary
Personal development	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding ↑	Outstanding
Social responsibility and innovation skills	Outstanding	Outstanding

3. Teaching and assessment

	Foundation Stage	Primary
Teaching for effective learning	Outstanding	Outstanding ↑
Assessment	Outstanding	Outstanding

4. Curriculum

	Foundation Stage	Primary
Curriculum design and implementation	Outstanding	Outstanding
Curriculum adaptation	Outstanding	Outstanding

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

	Foundation Stage	Primary
Health and safety, including arrangements for child protection/ safeguarding	Outstanding	Outstanding
Care and support	Outstanding	Outstanding

6. Leadership and management

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

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 above expectations

- The school has a strong history in TIMSS as there is considerable improvement in mathematics and science since 2011 and the school exceeds its 2015 targets. The improvement in mathematics is better than in science and boys outperform girls in both subjects. Overall progression in benchmark assessments is outstanding in English, mathematics and science with mathematics showing best improvement over time. When benchmark assessments are compared to CAT4 scores, a large majority of students exceed their potential.

Impact Of Leadership

is above expectations

- The school has a well-developed National Agenda action plan, that links well with individual subjects' plans. These plans are targeted to key aspects of teaching and curriculum leading to improvements in support and challenge. The plans are well monitored and adjusted as required. As a result leadership at all levels ensures that data are used to excellent effect for student improvement.

Impact Of Learning

is above expectations

- Overall there is very strong development of critical thinking and research skills. This arises because in most lessons focus is on understanding of key concepts linked to secure cognitive skills. Links between areas of learning are developing well and there is well-developed emphasis on reading and interpreting skills in all key subjects.

Overall, the schools progression to achieve the UAE National Agenda targets is above expectations.

For Development:

- Match the progress made in science, as shown in TIMSS tests, with that made in mathematics.

Reading Across the Curriculum

- Assessment information shows that most students' reading in English is consistently very well-developed. Reading in Arabic, as a first language, is less secure.
- Almost all students benefit from the individual support provided in the guided reading sessions and adult-led focus groups. Most are able to use context to understand unknown vocabulary.
- The library provides a stimulating environment, including an 'Aladdin's Cave' that is full of exciting Arabic stories. Library sessions help to promote enjoyment in reading.
- A continuing focus on the development of reading across the school builds on the excellent progress made in the development of early reading skills in the Foundation Stage.

For Development:

- Improve the reading in Arabic, of first language Arabic speakers, so that differences in rates of progress in reading are narrowed.

UAE Social Studies

- The UAE social studies curriculum is thoughtfully planned to provide students with interesting and engaging lessons. Resources, including contributions from Emirati families, are stimulating and thought provoking.
- Learners use their highly developed skills of research and exploration to work collaboratively on project-based learning, which connects aspects of geographical, social and historical knowledge.
- In lessons and in their written work, the attainment of the large majority of students is above UAE social studies curriculum expectations. Writing is creative and shows understanding of key concepts.
- Assessment information shows that students are making very good progress in knowledge and understanding. According to their interests, and with increasing independence, they set their own directions for further research.

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

Innovation

- Students are highly creative. They initiate and develop original projects which enable them to extend their skills of innovation and enterprise. They make full use of advanced learning technology.
- Throughout the daily life of the school, students continually demonstrate their sense of social responsibility. This contributes much to the school's inclusive and welcoming atmosphere.
- Teachers provide students with numerous opportunities to develop and apply the skills of innovation. From Foundation Stage onwards, creative thinking is woven into virtually all lessons.
- Innovation is fully embedded as a central theme in the school curriculum. Students are provided with numerous opportunities to develop critical thinking and research skills.
- Senior leaders have successfully developed a culture within which creativity and innovation flourish.

The school's promotion of a culture of innovation is systematic

Main Inspection Report

1. Students' Achievement

Islamic Education

	Foundation Stage	Primary
Attainment	Not applicable	Good
Progress	Not applicable	Good

- Students' understanding of Islamic concepts has improved as a result of increased opportunities to learn collaboratively, to share what they know and to respond to teachers' questioning and guidance. In discussion, they display a good level of knowledge and understanding, although their writing skills are not as strong.
- The Holy Qur'an recitation skills of the majority of students are developing well. They show an increasing ability to link verses of the Holy Qur'an and Hadeeth to support their opinions. However, not all show full understanding of the meanings.
- Improvements in the quality of teaching and the use of questioning have had a positive impact on students' ability to link Islamic values to everyday life. However, assessments of students' attainment are not fully aligned with the expected curriculum standards

For Development:

- Improve students' writing and recitation skills.
- Align the measures of students' progress with the expected curriculum standards to further student achievement.

Arabic as a First Language

	Foundation Stage	Primary
Attainment	Not applicable	Acceptable
Progress	Not applicable	Good

- Inspection evidence confirms school assessment information and shows that most students attain levels that are in line with curriculum standards. In lessons, students make better than expected progress against modest learning objectives. However, students' work shows that progress over time is less consistent.
- Students have secure reading comprehension skills. The writing of summaries of stories is developing well. In the upper years, writing includes paragraphing and the correct use of common punctuation marks. Students' ability to use standard Arabic in speaking is inconsistent.
- Students benefit from the small numbers in each class. They have ample opportunities to develop their speaking skills and receive individual guidance and support. The effective use of an on-line program contributes to students improving fluency when reading aloud.

For Development:

- Provide students with more opportunities to express their ideas, to ask questions and to give opinions.

Arabic as an Additional Language

	Foundation Stage	Primary
Attainment	Not applicable	Acceptable
Progress	Not applicable	Good

- Most students attain levels that are in line with curriculum standards. Internal assessments similarly show acceptable levels of attainment. In lessons, students make better than expected progress, although over time progress is more variable.
- Students have secure reading and writing skills and adequate comprehension and speaking skills. They use familiar words, adjectives and a limited number of past tense verbs. Their range of language skills in the upper years remains more limited.
- The use of approaches associated with teaching a modern foreign language, including the recording of students' reading and conversations, is improving students' confidence in speaking Arabic. Their ability to ask and answer questions, for example, has improved.

For Development:

- Accelerate the rate of acquisition of new vocabulary and understanding of language conventions by expanding the range of topics and texts.

English

	Foundation Stage	Primary
Attainment	Outstanding	Outstanding ↑
Progress	Outstanding	Outstanding ↑

- All children in Foundation Stage make rapid progress in early reading and writing and are able to talk about their ideas. Primary students discuss visual images using highly descriptive language and plan and produce imaginative and informative writing. The rapid development of fluency in English underpins their impressive literacy skills.
- Guided reading develops students' comprehension skills and provides them with excellent models of pronunciation, intonation and punctuation. Students quickly become expressive readers. They develop an understanding of authors' different writing techniques, which they replicate in their own writing.
- The development of extended writing has been a successful improvement. Students understand structure and form, how to analyse text and how to make use of linguistic techniques to appeal to readers. Students working at the higher levels have the capacity to respond to further challenge.

For Development:

- Using the mastery in writing approach, extend opportunities for higher achieving students to write for different audiences and purposes.

Mathematics

	Foundation Stage	Primary
Attainment	Outstanding	Outstanding ↑
Progress	Outstanding	Outstanding ↑

- The very high level of achievement in Foundation Stage is now replicated in the primary phase. The attainment and progress of students in lessons and in their work are well above expectations, and confirmed by the outcomes of international benchmark tests.
- In Foundation Stage, most children successfully apply their understanding of number, shape, space and measure. In the primary phase, students demonstrate their depth of understanding of mathematical concepts by confidently linking fractions and percentages with shape and area.
- Students' understanding of mathematical concepts develops at a rapid pace because of the high level of challenge and individual support provided in lessons. Occasionally, in the lower primary years, not enough attention is given to minor inaccuracies in calculations and presentation.

For Development:

- Ensure that the conceptual understanding of mathematics is secure in the lower primary years by correcting any inaccuracies in students' work.

Science

	Foundation Stage	Primary
Attainment	Outstanding	Outstanding ↑
Progress	Outstanding	Outstanding ↑

- Children in Foundation Stage make a strong start in science through investigative work which is carefully planned to develop their scientific skills and knowledge. This practical approach continues throughout the primary phase, developing a high level of skills and understanding.
- Students are acquiring secure scientific writing skills. They make predictions and describe their observations and methodology, using correct scientific terminology. By so doing, they increase the depth of their understanding of the scientific method.
- The school has introduced new skills ladders and unit objective sheets for science. These provide students with a clear guide to their progress and next steps in learning in science. This is contributing to students' high achievement in science.

For Development:

- Consolidate the practical approach to science throughout the school.

Learning Skills

	Foundation Stage	Primary
Learning skills	Outstanding	Outstanding
- Students throughout the school are engaged and responsible learners. From Foundation Stage onwards, their learning skills become increasingly embedded, and so they become more and more independent in their learning. This makes a significant contribution to their outstanding achievement. - The development of critical thinking is a feature of learning across the school. Students clearly enjoy reasoning and problem-solving. Less use is made of the full range of students' learning skills in Islamic education and Arabic lessons. - Students make seamless use of technology to support their research and learning. They delight in opportunities to work collaboratively and are keen to rise to any of the challenges set by their teachers.		

For Development:

- Ensure that full use is made of students' learning skills in Islamic education and Arabic.

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

	Foundation Stage	Primary
Personal development	Outstanding	Outstanding
- Behaviour in both phases is exemplary during lessons and when moving around the school. Children and students have excellent attitudes to learning, are self-disciplined and self-motivated. Older students provide excellent role models for the younger students. - Excellent relationships between students and their teachers contribute much to the school's friendly family atmosphere. In lessons, students show their appreciation of the achievements of others. They frequently take the initiative and share their ideas when working in small groups. - Students readily accept, and respond positively to, the guidance of their teachers. They follow advice on healthy eating and on physical activity. Attendance is very good. Almost all students are punctual at the start of the day.		

	Foundation Stage	Primary
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding ↑	Outstanding
- Students across the school display an excellent understanding and appreciation of the values of Islam and their relevance to Dubai. Older students talk knowledgeably about how these values influence people's lives in the UAE. - From Foundation Stage onwards, students are able to identify and explain many of the local traditions and Emirati heritage. They talk enthusiastically about their contributions to events such as UAE National Day. They create opportunities to support those less fortunate than themselves. - Students exhibit pride in their own heritage. Many can give details of the similarities and differences between a variety of global societies. They acknowledge and greatly appreciate the uniqueness of Dubai as a rich mixture of many cultures.		

	Foundation Stage	Primary
Social responsibility and innovation skills	Outstanding	Outstanding
- Students are very responsible and, through the school council and various clubs, contribute much to the life of the school. They show care and consideration for others, and many participate in voluntary activities which benefit the wider community. - Students have an excellent work ethic. Through well-planned projects and enterprise activities, those in the upper years develop key innovation and entrepreneurial skills. In Foundation Stage, children make decisions for themselves in their choice of learning activities. - Most students show a high level of awareness of the environmental issues facing the wider world. They are involved in projects to promote environmental sustainability. In Foundation Stage, children are able to talk about the importance of recycling.		
For Development:		
Provide students in the lower primary years with more opportunities for the development of innovation and entrepreneurial skills.		

3. Teaching and assessment

	Foundation Stage	Primary
Teaching for effective learning	Outstanding	Outstanding ↑
- In Foundation Stage, teachers' exceptional understanding of how young people learn helps to provide an excellent start to the children's education. The high quality of teaching in the primary phase enables students to make maximum progress in most subjects. Good quality teaching is also seen in Islamic education and Arabic. - The effective use of questioning encourages students to think critically and to explain their reasoning. Teachers know their students well. They make good use of this knowledge to ensure that work in lessons provides an appropriate level of challenge. - Leaders have ensured that all staff have a clear understanding of what constitutes outstanding teaching and learning. Consequently, opportunities for students to develop the skills of critical thinking, problem-solving and innovation are embedded in lesson planning in all subjects.		
	Foundation Stage	Primary
Assessment	Outstanding	Outstanding
- Internal assessment procedures in Foundation Stage and in primary English, mathematics and science are closely linked to external benchmark assessments. The information gained is used effectively to guide lesson planning. Similar assessment procedures are developing in Islamic education and Arabic. - A sophisticated online tracking system is used to check students' progress. Analysis provides teachers with a clear understanding of their students' strengths and needs, and guides curriculum adaptations so that all students receive an appropriate level of support and challenge. - In lessons, teachers make effective use of ongoing checks on learning to identify any misunderstandings and to ensure that students are maximising their potential. This is a significant factor in students' continuing high achievement.		
For Development:		
Firmly embed high quality teaching and common assessment procedures in Islamic education and Arabic lessons.		

4. Curriculum

	Foundation Stage	Primary
Curriculum design and implementation	Outstanding	Outstanding

- The inclusive curriculum is based on the Early Years curriculum and the English National Curriculum. It promotes high interest through a very broad range of learning experiences. The Foundation Stage curriculum provides an excellent base for children's academic and personal development.
- The strong emphasis on the development of reading and comprehension skills leads to high achievement in most subjects. Smooth transition between phases, and meaningful links between subjects, ensure that knowledge and skills are built progressively from year-to-year.
- The curriculum provides numerous opportunities for students to take the lead in their own learning. They include the child-initiated learning activities commonly seen in Foundation Stage and the choices open to students in the primary phase.
- Moral education is taught from Years 1 to 6.

	Foundation Stage	Primary
Curriculum adaptation	Outstanding	Outstanding

- Across the school the curriculum is modified very effectively to meet the academic and personal needs of all groups of students. The modifications provide an appropriate level of challenge for more able students and accelerated progress for almost all students of determination
- The curriculum is practical, innovative and adapted to engage all. In Foundation Stage, imaginative learning areas stimulate interest and engagement. Primary students are provided with numerous opportunities for enterprise, innovation and creativity. Students' learning is enhanced by an extensive range of extra-curricular activities.
- Students' understanding of the culture and values of Dubai is enhanced by the UAE social studies curriculum, school assemblies and displays of Emirati art throughout the school. Students enthusiastically take part in a variety of activities that promote understanding of Emirati culture.
- Arabic is taught for 60 minutes per week in FS2.

For Development:

- Continue to develop the curriculum to meet changing needs of all students.

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

	Foundation Stage	Primary
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding

- The school has comprehensive policies and rigorous procedures to ensure students' welfare and safety, including the safe recruitment of staff. All staff receive regular training on child protection. All necessary steps are taken to protect students from any form of abuse.
- The school premises are of high quality, clean and hygienic. The facilities provide an impressive physical environment, conducive to high quality learning. Detailed records are kept of the actions taken to rectify any deficiencies identified in the regular checks of the premises.
- The school promotes healthy living systematically. Most students engage in regular recreational sporting or fitness activities. They can explain why they choose healthy food options and the importance of fitness. Students are carefully supervised at all times.

	Foundation Stage	Primary
Care and support	Outstanding	Outstanding

- An exceptionally strong atmosphere of care permeates the school. Relationships are excellent between all members of the school community. Behaviour management procedures place an emphasis on self-discipline. Systematic checks on attendance ensure that students spend the maximum time in school for learning.
- The school has comprehensive and rigorous systems for the accurate identification of students of determination. Analyses of assessment information, together with the observations of parents and class teachers, ensure early intervention and support to reduce any barriers to learning.
- Students and staff benefit from a very effective, whole school emphasis on emotional well-being. This has a positive effect on students' sense of security and contributes to their high academic achievement.

For Development:

- Ensure that relevant staff have the necessary skills to support the learning of those students of determination who have more complex needs.

Inclusion of students of determination (Students of determination)

Provision and outcomes for students of determination

Outstanding ↑

This is a fully inclusive school. Senior leaders and governors are fully committed to providing an excellent education for an increasingly diverse population of students of determination. Almost all students make above expected levels of progress in their learning and development

- The identification procedures for students of determination begin early in their school life. A refined suite of assessments provides detailed information which is expertly analysed. Targeted interventions enable students to make impressive levels of progress, both academically and personally.
- Parents appreciate the welcoming ethos of the school and are valued as partners in their children's education. They express a high level of satisfaction with the quality of education provided for their children. They value the regular information and advice which they receive.
- Detailed and carefully written learning plans guide teaching approaches and individual support. The school recognises the challenges of meeting the needs of students with more complex requirements, and is planning support for teachers to enable these students to reach their potential.
- Overall, students of determination make excellent progress in their personal, emotional, social and academic development. The exceptional levels of care, guidance and support ensure that students attain high levels of personal, social and emotional growth.

For Development:

- Ensure that students with more complex needs are able to access relevant, meaningful and progressive learning experiences throughout the school.

6. Leadership and management

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

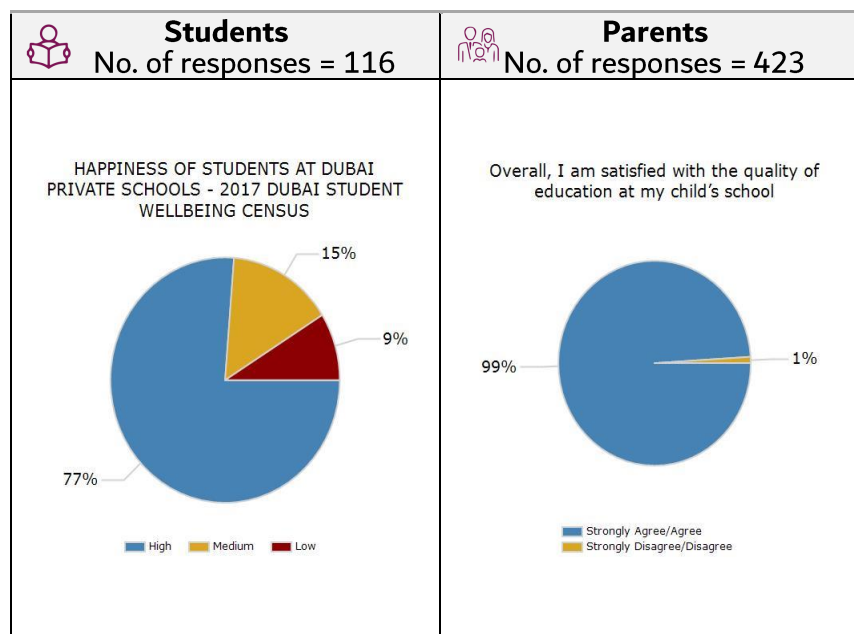
- Highly effective leadership ensures that concern for the all-round development of students is at the heart of this highly achieving school. All leaders and staff share a commitment to inclusion and a desire to provide the best possible education for all. Together, they have successfully raised performance in key areas of the school's work. The promotion of innovation and creativity permeates all aspects of the life of this welcoming and outward-looking school.
- Strengthened monitoring and evaluation procedures are systematic and rigorous at every level. They provide school leaders with an accurate picture of the school's performance. This information, together with detailed analyses of assessment information, ensures that all planning is focused on appropriate development priorities. A very stable staff, and excellent relationships, secure high levels of commitment to continuing improvement. The recommendations from the previous inspection report are being tackled with determination and considerable success.
- Parents are highly valued partners in their children's education, and they appreciate the importance placed on well-being and academic development. Communication with parents is highly effective. Through the school's open-door policy, parent meetings and reports, they are kept well informed about their children's personal development and academic progress. Parents are particularly proud of their children's work in helping others, locally and internationally, for example, in raising funds to help to build a school in Western Nepal.
- Members of the board of trustees provide the school with considerable expertise. They carry out their responsibilities as critical friends very effectively and hold leaders to account for the school's performance. They regularly seek the views of parents, students and staff, and respond constructively. They are well aware of the school's performance and fully support leaders in pursuing the National Agenda targets. They are committed to ensuring that this outstanding school continues its momentum.
- The school is managed very efficiently on a day-to-day basis. It is staffed with well-qualified, talented teachers who have an excellent knowledge of their subjects and how to teach them. The impressive professional training programme is expertly tailored to meet the specific needs and aspirations of teachers, and closely linked to school improvement priorities. The premises, including the library and specialist facilities, provide an excellent learning environment.

For Development:

- Work towards raising attainment in Islamic education and Arabic to match the high performance in other key subjects.

The View of parents and senior students

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



 Students	Virtually all students report that they feel a strong sense of belonging, and are safe in school. The measures of self-worth, optimism and happiness in the survey report are above Dubai averages. Students in this school report that they have healthier diets than the Dubai average and generally have healthier lifestyles.
 Parents	Parents are overwhelmingly positive about every aspect of the school. They are very satisfied with the quality of education, and the attention paid to care, welfare and their children's safety. Almost all are pleased with the way in which school leaders listen to their views, and with the information which they receive on their children's progress. Parents recognise that this is an inclusive school and that their children are making the best possible progress. Inspection findings are consistent with these views.

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