

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

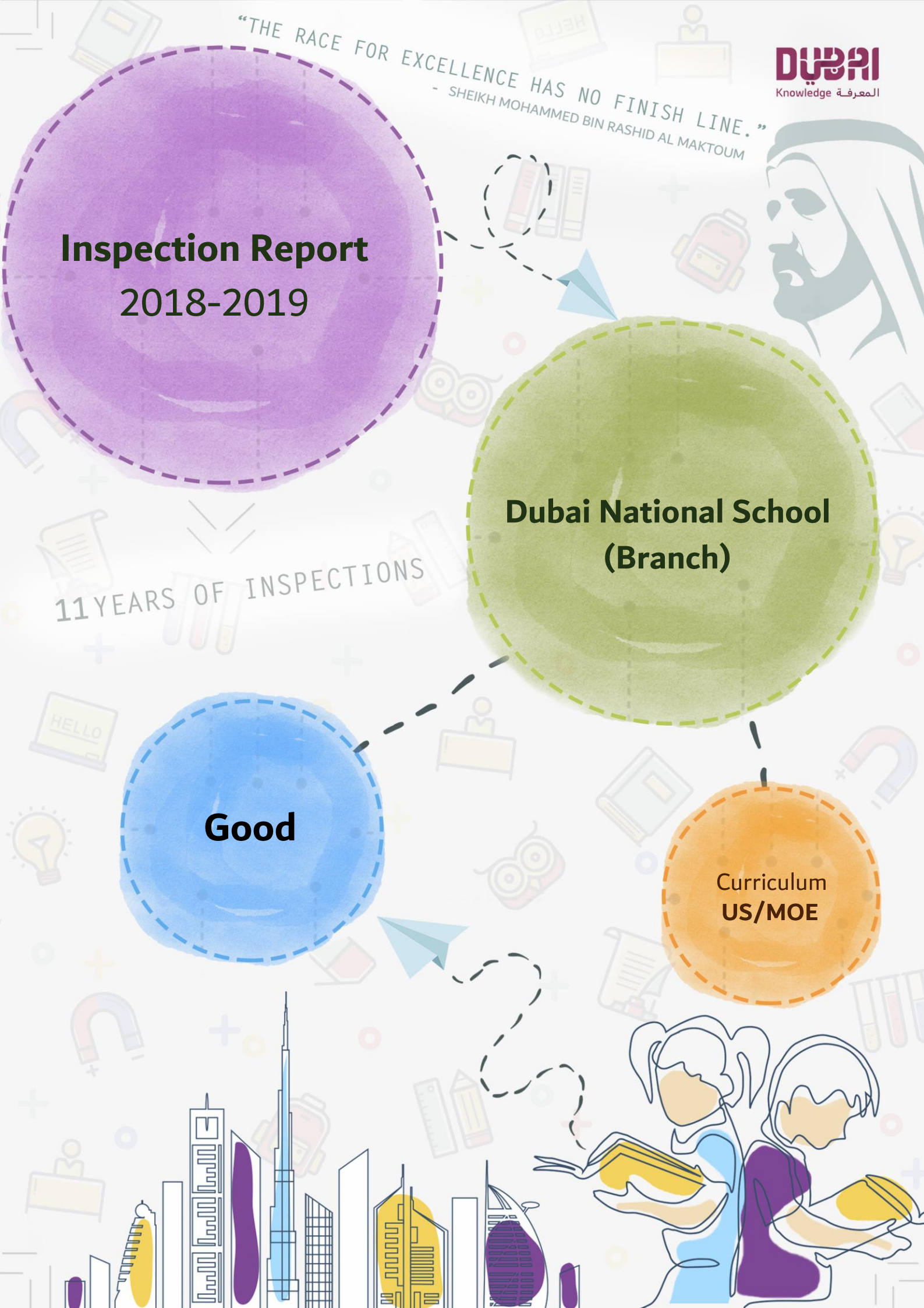
Inspection Report 2018-2019

**Dubai National School
(Branch)**

11 YEARS OF INSPECTIONS

Good

Curriculum
US/MOE



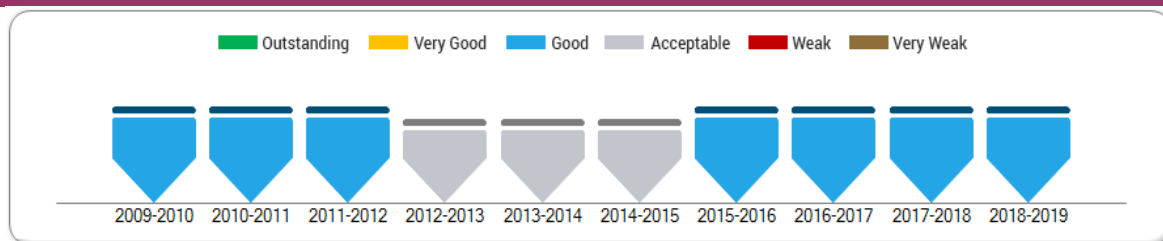
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School Information

General Information	Location	Al Twar
	Opening year of School	2006
	Website	www.dns.sch.ae
	Telephone	00971-4-2988555
	Principal	Malek Daradkeh
	Principal - Date appointed	1/9/2014
	Language of Instruction	English
	Inspection Dates:	21 to 24 January 2019
Students	Gender of students	Boys and girls
	Age range	4-18
	Grades or year groups	KG 1-Grade 12
	Number of students on roll	1524
	Number of Emirati students	1075
	Number of students of determination	110
	Largest nationality group of students	Emirati
Teachers	Number of teachers	157
	Largest nationality group of teachers	Jordan
	Number of teaching assistants	25
	Teacher-student ratio	1:10
	Number of guidance counsellors	3
	Teacher turnover	13%
Curriculum	Educational Permit/ License	US
	Main Curriculum	US/MOE
	External Tests and Examinations	TIMSS, PISA, MAP, CAT4, SAT1
	Accreditation	NEASC
	National Agenda Benchmark Tests	GL Progress Tests, CAT4 Assessments

School Journey for Dubai National School (Branch)



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

- Progress in Islamic education in the elementary school is very good. Progress in Islamic education in the middle and high schools, and in Arabic, English, mathematics and science in all phases is good. In all phases, attainment is good across all subjects, but acceptable in Arabic as a first language in the middle and high schools, and in mathematics in the elementary school. The quality of learning skills demonstrated by students across the school is good.
- Students' personal development is very good. It is better in the girls' section, where students demonstrate positive attitudes to their studies, and where behavior is excellent. Across the school, students' understanding of Islamic values and culture is outstanding. Students' social responsibility and their environmental awareness are very good. Attendance is very good across the school, but punctuality at the start of the day is a problem.

Provision for learners

- The quality of teaching is variable but improving as a result of professional development. Teaching is better in the girls' section because teachers provide better support and have higher expectations. Challenge to students remains an area for improvement. Assessment is acceptable overall, but good in the Kindergarten and high school, where teachers are more effective at meeting the needs of students.
- The school follows the Massachusetts Common Core State Standards and gives due regard to Islamic education and Arabic. The curriculum is enhanced through a range of enrichment and extra-curricular activities. It is adapted to meet the needs and interests of students of determination. Adaptations to meet the needs of students with gifts and talents are not fully developed.
- Procedures for ensuring the health, safety and protection of students are very good across the school, as are those for protection, care, guidance and support. The school provides a secure and safe environment. Support for students of determination, especially those with severe conditions, is particularly strong. However, there is not enough challenge in lessons for students with gifts and talents. Systems and procedures for managing behavior and engagement are stronger in the girls' section.

Leadership and management

- Leaders are competent and committed. The school promotes inclusivity, but differences between the boys' and girls' sections remain. Recommendations from the last inspection are still being addressed. Governance includes an appropriate range of stakeholders. Staffing, facilities and resources are good, but only 10 per cent of teachers have a recognized teaching qualification. Partnerships with parents and the community are very good.

What the School does Best:

- Students' very good social skills and environmental awareness, as well as their very good personal development, especially in the girls' section
- Students' outstanding appreciation of Islamic and Emirati culture across the school, and the very good progress in Islamic education in the elementary school
- The very good curriculum which is reviewed regularly and enhanced by an appropriate range of subjects, electives and enrichment activities
- The very good arrangements for health and safety, care and support, the strong support for students of determination, and the very good partnerships with parents

Key Recommendations:

- Improve teaching and learning to raise attainment and progress by ensuring that:
 - there is greater consistency in the quality of teaching across subjects, grades and sections
 - expectations of boys are raised in terms of potential and aspirations
 - all lessons challenge the more able, and the students with gifts and talents
 - existing best practice is identified and shared across the school
 - all teachers are qualified to teach in their given subject area
 - lesson observations are used to focus professional development and to improve teaching.
- Ensure that assessment information gives an accurate and valid picture of each student's achievement by:
 - linking internal assessment accurately to curriculum attainment standards
 - reducing the wide gap between the school's internal tests and external benchmark tests
 - presenting attainment and progress data in the format requested by KHDA.

Overall School Performance

Good

1. Students' Achievement

		KG	Elementary	Middle	High
 Islamic Education	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Very good ↑	Good	Good
 Arabic as a First Language	Attainment	Not applicable	Good	Acceptable	Acceptable
	Progress	Not applicable	Good	Good ↑	Good
 Arabic as an Additional Language	Attainment	Not applicable	Good	Good	Not applicable
	Progress	Not applicable	Good	Good	Not applicable
 English	Attainment	Good	Good ↑	Good	Good
	Progress	Good	Good	Good	Good
 Mathematics	Attainment	Good	Acceptable ↓	Good	Good
	Progress	Good	Good	Good	Good
 Science	Attainment	Good	Good	Good	Good ↓
	Progress	Good	Good	Good	Good ↓
Learning skills		KG	Elementary	Middle	High
		Good	Good	Good	Good

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

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

3. Teaching and assessment

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

4. Curriculum

	KG	Elementary	Middle	High
Curriculum design and implementation	Very good	Very good	Very good	Very 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	Very good	Very good	Very good	Very good

6. Leadership and management

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

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

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

- There was a significant improvement in the TIMSS tests in both science and mathematics in Grade 4 and similarly science in Grade 8. In the PISA tests in 2015, Grade 9 failed to meet their targets in mathematics, science and reading but there are indications in the PISA Based Test for Schools, done in 2017, of some improvement in all areas. The overall performance compared to measured potential is good. Outcomes on the MAP benchmark tests, for all subjects and grades, remain weak.

Impact Of Leadership

is approaching expectations

- School leaders understand the need to monitor all the data to inform them where interventions need to be made and where weaknesses have to be addressed. They have made some progress in closing the gap between the benchmark tests and their internal tests but there is still a significant way to go.

Impact Of Learning

is approaching expectations

- As a general trend, the opportunities for critical thinking are limited because the work set lacks sufficient rigour or challenge. An exception to this is in the High School for Girls, where the teachers facilitate the learning. Likewise, the opportunities to use ICT for enquiry and research, across the whole school, are limited.

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

For Development:

- Ensure that all assessment data reflect the true attainment levels of students, and realign internal assessments with the benchmark assessments.
- Create more opportunities for students to develop their critical thinking skills and use technology for enquiry and research purposes.

Reading Across the Curriculum

- Achievement in reading in both Arabic and English across the school is steadily improving. Regular standardized assessment tests are implemented to track students' progress and to provide support where needed.
- Students of all ages are motivated readers. They are aware of their reading levels and use increasingly higher order strategies to research and to analyze texts.
- School librarians support positive attitudes towards reading through a range of internal and external competitions, as well as a month-long reading festival. However, the two main school libraries are uninspiring environments.
- A strong whole-school commitment to promoting reading starts in the Kindergarten and is strongest in Arabic and English. Parents are aware of their children's reading progress and encouraged to be part of the learning community.

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

For Development:

- Improve the ambience and accessibility in the libraries, and extend the stock of books in order to encourage students to read a wider range of texts and media.

UAE Social Studies

- The well-planned social studies curriculum is taught in Arabic in the elementary and middle schools, and in English in the high school. The time allocation exceeds the minimum requirement. UAE social studies is enhanced by a wide range of relevant visits.
- Students enjoy lively discussions and work together effectively. Older students have well-developed thinking skills. Overall, students have few opportunities to use technology in their lessons.
- The large majority of students attain levels above curriculum standards. They have a good level of knowledge and global awareness, for example in understanding the benefits of having a unified UAE.
- School data indicate that most students make better than expected progress from their starting points, based on class work and projects such as the one undertaken on children's rights.

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

Innovation

- Innovation and creativity are well supported through the science, technology, engineering, the arts and mathematics (STEAM) curriculum as well as through work on sustainability and social issues, such as water conservation and mental health.
- Older students participate in programs such as the development and marketing of organic cosmetics and a procedure to limit hot water waste. Both have achieved notable success in regional competitions.
- Teachers in the elementary and high schools provide opportunities for the application of knowledge, critical thinking and enquiry through a variety of project-based activities.
- The wide range of extra-curricular activities and clubs provides opportunities for students to apply their creative ideas and to develop their own projects.
- The innovation committee is responsible for a number of projects which support questioning strategies, classroom dynamics, active learning, and leadership styles. Innovation in lessons is not well developed.

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	Good	Good	Good
Progress	Not applicable	Very good ↑	Good	Good

- Students in the elementary school demonstrate very good levels of understanding and knowledge, including memorization of Hadeeth and knowing how Islamic values apply to their daily lives, families and society.
- Students' recitation of the Holy Qur'an is developing in all phases through additional daily activities. Critical thinking, problem solving and independent learning are evident in the elementary school, but less so elsewhere.
- In Al Sunnah and Al Seerah, elementary students know the names of the family of the Prophet (PBUH). Middle school students know the pillars of Iman and the rule of Hajj and Omreh. High school students understand Al Sunnah and the rules and conditions of marriage.

For Development:

- Improve the quality of teachers' feedback in the middle and high schools to raise attainment and improve the rate of progress.
- Continue to support students' skills in reciting the Holy Qur'an and in applying the rules of Tajweed in the middle school.

Arabic as a First Language

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

- Most students in the elementary school achieve above the expected level of language skills. Students in the middle phase are performing better than last year. The girls in the high school are performing above expectations, whilst the boys attain at the expected level.
- Middle school students are developing good listening and reading skills, and demonstrate competency in the understanding of extended speech. They have a good understanding of the texts which they read. In the high school, independent reading skills are improving rapidly.
- Reading has an increased priority across the school. Reading activities are integrated in each lesson and link well to the assessment processes. As a result, reading skills are improving, particularly in the high school. The school adopts a program to support those students who have difficulties in reading.

For Development:

- Continue to close the gap between boys' and girls' achievement in the middle and high schools, particularly in speaking and conversational skills.

Arabic as an Additional Language

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

- Students in the elementary school demonstrate a strong development of language skills, particularly in speaking and reading. The school's internal data indicates that attainment is above curriculum expectations.
- Elementary students show good progress and are able to take part in conversations about a familiar topic. They understand the main points and specific details in written texts from familiar contexts. In the middle school, writing skills are developing steadily.
- The Arabic department has adopted the new Ministry of Education (MoE) Curriculum Standards for non-Arab students. This approach successfully engages students in relevant and real-life topics. Reading and speaking are included in each lesson and emphasized in students' activities.

For Development:

- Develop language skills in the middle school.

English

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

- Students use English well in lessons and in their written work. Across the school, they show skills and understanding at a higher level in class and in their work than is shown on their standardized assessments.
- In all phases, students are actively involved in extending their skills in reading and writing. Younger students' listening and speaking skills are developing well in activities which allow them to discuss, explain and describe. Older girls use language effectively to demonstrate different perspectives, both orally and in writing.
- Students show enthusiasm and are actively involved in reading in many classes. A stronger focus on the application of learning has led to improved literacy skills across subjects, as students read a variety of texts. Debate and the justification of different points of view are promising features in some classes.

For Development:

- Ensure that students become more skilled in the use of reading strategies across all subjects through more purposeful lesson planning and modeling of reading skills.

Mathematics

	KG	Elementary	Middle	High
Attainment	Good	Acceptable ↓	Good	Good
Progress	Good	Good	Good	Good

- Students' progress is consistently good in relation to starting points. Attainment is only acceptable in the elementary school, where expectations are too low and aimed at the minimum standard, so that work lacks challenge for more able students.
- As students progress, their ability to reason and apply mathematical skills is an improving feature. However, in the elementary school, some students have difficulty in interpreting word problems.
- Students in the high school, particularly in the girls' section, have frequent opportunities to develop their reasoning and problem-solving skills. However, the development of thinking skills is not consistent across the department.

For Development:

- Ensure that, in all lessons, students' needs are effectively met and that their work is sufficiently challenging.

Science

	KG	Elementary	Middle	High
Attainment	Good	Good	Good	Good ↓
Progress	Good	Good	Good	Good ↓

- Students across the school benefit from an increased emphasis on developing their scientific and engineering skills. This is most successful in the lower grades as well as for older students in the girls' section.
- Assessment results indicate a large gap between the attainment of boys and the girls, with boys' attainment being hindered by teachers' low expectations.
- Although progress continues to improve, the opportunities for all students to undertake age-appropriate rigorous research in science lessons is not a priority. The use of virtual laboratories in the high school is a barrier to the development of hands-on, independent scientific enquiry.

For Development:

- Ensure that all students have sufficient access to teaching which fully develops their critical thinking, problem solving and investigative skills.

Learning Skills

	KG	Elementary	Middle	High
Learning skills	Good	Good	Good	Good

- Students are well motivated and actively engaged in their learning, especially in the girls' section. Opportunities for independent learning are limited in the elementary and middle schools but increase steadily as students move through Grades 9 to 12.
- Students' use of technology in lessons is underdeveloped. Limited resources, and teachers' lack of confidence, impede the development of twenty-first century learning skills.
- Paired and group work is an improving feature of the classroom and, when given opportunities, students cooperate well and reflect upon their learning. Girls are much more engaged and self-motivated than boys, especially in the middle and high schools.

For Development:

- Increase opportunities for the application of knowledge, project-based learning and the use of technology in order to improve critical thinking, enquiry and research skills.

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

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

- Students have very positive and responsible attitudes. They demonstrate strong self-reliance and thrive on critical feedback. They are consistently self-disciplined inside and outside classes.
- Students are sensitive and show empathy to the needs and differences of others. They always help one other, especially students of determination. They demonstrate an excellent understanding of safe and healthy living.
- Students' responsible attitudes are reflected in their very good attendance. They are generally punctual to lessons, but traffic problems often result in late arrival at the start of the day. Girls' personal development is better than boys'.

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

- Students have a clear appreciation and understanding of how Islamic values influence contemporary UAE society. They listen respectfully to the Holy Qur'an in assemblies. During lessons and at break times, they apply the principles of Islam such as cooperation, respect and the protection of the environment.
- Students are knowledgeable and appreciative of the heritage and culture that underpin contemporary life in the UAE. They participate in a range of cultural activities. They care about the cultural aspects of the UAE and have a wide knowledge of the Year of Tolerance 2019.

- Students demonstrate a clear understanding, awareness and appreciation of their own culture as well as others, including those of Egypt, Syria and Palestine. Their knowledge of other world cultures is well supported through International Day activities.

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

- The development of social responsibility and innovation is very good across the school. Students enthusiastically participate in varied school and community activities, including environmental, innovation, art, robotics and debating clubs.
- Students have a deep knowledge of current and historical local, national and global issues. High school students participate in regional and national innovation competitions, and recently won a competition for the best social impact project.
- Students care for their school and its environment. They are aware of the impact of environmental issues on the community and of the importance of protecting the environment. They actively seek ways to improve their school environment, for example through the student council project to use less paper.

For Development:

- Provide more opportunities for students to develop and lead school and community programs of social and cultural awareness.

3. Teaching and assessment

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

- The quality of teaching varies across phases, subjects and sections. It is best in Islamic Education and Arabic, and in the girls' section. Across the school, teachers have good subject knowledge, but their knowledge of how to teach is more variable.
- Teacher's lesson plans and objectives are aligned to the Common Core standards. However, not all lessons are modified to meet the needs of all students. The more-able students and those with gifts and talents are not sufficiently challenged. Some lessons have too much teacher input.
- In the best lessons, teachers provide opportunities for students to research, work independently, take responsibility and undertake self- and peer-assessment. However, this is not a consistent or embedded picture across the school.

	KG	Elementary	Middle	High
Assessment	Good	Acceptable	Acceptable	Good

- Differences between the phases relate to how well teachers are using assessment information to meet the needs of students. Assessment is better in the high school, particularly for girls. In the elementary and middle schools, work lacks challenge and does not always meet students' needs.
- Assessment data do not accurately reflect the true attainment of individual students. Therefore, it is unclear whether the students are working with precision or at mastery level.
- Since the last inspection some progress has been made to narrow the gap between internal assessment and external benchmarks, but the gap still exists. There has been some progress in involving students in self-assessment.

For Development:

- Reduce the variability in the quality of teaching across the school and ensure that all lessons offer challenge for the more able, and for those with gifts and talents.
- Close the significant gap between internal assessments and external benchmarks to give students, teachers and parents a realistic understanding of attainment.
- Ensure that all teachers consistently use accurate assessment data in order to monitor progress, set targets and inform their planning of subsequent lessons.

4. Curriculum

	KG	Elementary	Middle	High
Curriculum design and implementation	Very good	Very good	Very good	Very good

- The curriculum is effective in delivering a balance between knowledge and skill-based learning that includes enquiry and critical thinking.
- The curriculum is enhanced by an appropriate range of subjects across all phases. Music, the performing arts and physical education are offered as additional subjects. Enrichment clubs and after-school activities enhance students' learning. In the high school, a wide variety of electives is offered.
- The regular review of the curriculum and the analyses of test results enable the school to provide activities that meet the needs of different students.
- Moral education is taught in all phases and follows the MoE curriculum. Lesson time meets requirements. The application of learning to personal experiences is a strength.

	KG	Elementary	Middle	High
Curriculum adaptation	Good	Good	Good	Good

- The curriculum is adapted to meet the needs and interests of many groups of students, including those of determination in the Easy Learning Section programme. Adaptations of the curriculum to meet the needs of students with gifts and talents are not fully developed.
- Extra-curricular activities through clubs and community associations promote students' academic and personal development. The curriculum is further enhanced by well-planned activities to promote creativity in lessons.
- The curriculum provides opportunities for students to develop a strong understanding and appreciation of the UAE's culture and society.
- The school offers 240 minutes per week of Arabic instruction to all children in the Kindergarten within the classroom.

For Development:

- Improve adaptations to the curriculum for those higher-achieving students to enable them to extend their learning through more challenging activities.

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

- School buildings and grounds are maintained to a high standard. Regular checks are made of food service areas, bathrooms, science laboratories, locker rooms, the school clinic and swimming pools.
- All visitors are checked in and out of the building and security guards are present at all times. A detailed child protection policy is in place and periodic training is conducted to ensure that adults and students are aware of its procedures.
- Transport arrangements are well organized to ensure students' safety while traveling to and from school. Seat belts are available and students are checked on and off the buses by assistants.

	KG	Elementary	Middle	High
Care and support	Very good	Very good	Very good	Very good

- Staff-student relationships are particularly strong. Teachers know their students well. There are appropriate procedures in place to ensure students' well-being and good behavior, as well as to promote attendance and punctuality.
- The school is inclusive. The identification of students of determination is effective and these students are well looked after in the school. Procedures to identify, and strategies to support students with gifts and talents are being developed.
- The well-being and personal development of all students is monitored. Information is used to provide necessary support for the social and emotional well-being of all. Senior students are provided with career guidance, and staff maintain contact after they have left school.

For Development:

- Improve the identification of, and the strategies to support, more able students and those with gifts and talents, especially in lessons.

Inclusion of students of determination (Students of determination)

Provision and outcomes for students of determination	Good
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- Leadership roles are defined clearly to ensure that inclusion is evident in the policies and practices across all phases. A dedicated team has developed a strategic plan to improve the quality of provision and outcomes for students of determination.
- The broad range and implementation of early assessment processes ensure that the identification of students' specific needs is accurate and well-informed. Individual education plans (IEPs) and intervention plans are targeted to reduce barriers to learning.
- The school values parents and places them at the center of its provision. Staff maintain good contact with parents to keep them updated on their children's progress and to give them guidance on how to support their children outside school.
- The inclusion team provides appropriate modifications designed to help teachers to implement IEPs in the classroom. Learning support assistants provide assistance and instruction under the supervision of their classroom teacher. This strong partnership ensures that students of determination have access to all learning opportunities.
- Strong care and support within the school ensure that students develop independence, resilience and confidence in their abilities. Differentiation in some classrooms, and the effective support of the specialist team, ensure that students of determination make good progress, but not evenly across all phases.

For Development:

- Provide teachers with specific instructional strategies and training to ensure that they effectively differentiate and modify the curriculum as written in IEPs for all students, and use ongoing assessments to monitor progress.
- Continue to improve the quality of targets in students' IEPs through ongoing assessments to ensure that students continue to make progress over time.

6. Leadership and management

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

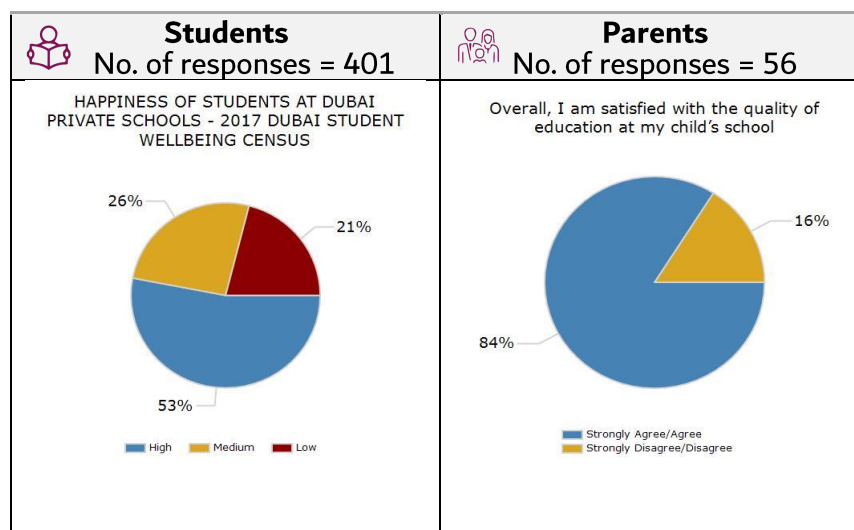
- The principal, supported by his senior leaders, has a determined vision for the school. Leaders and managers are competent and committed. The support for students of determination is a particular strength. The school promotes inclusivity, but there are still noticeable differences between performance in the boys' and girls' sections.
- Senior leaders know the school's strengths and areas for improvement. Action planning is detailed and suitably focused on the recommendations from the last inspection as well as the National Agenda. Staff appraisal is in place. Lesson observations are undertaken regularly using a detailed proforma. However, the results are not sufficiently analyzed to offer a better focus for professional development.
- Parental involvement in the school is strong and links with home are productive. Leaders actively seek feedback from parents to guide school improvement. Parents receive regular reports that inform them about their children's achievements, next steps and personal development. Partnerships with local and national communities have a positive impact on students' learning experiences.
- Governance of the school includes representation from the owners, staff, parents and community members, and a former student of the school. Strengths and areas for improvement and development are generally well known. Governors offer effective support and challenge to the school and its leaders.
- Leaders and support staff ensure that efficient procedures are followed to operate the school smoothly. Low staff turnover helps to promote a sense of loyalty and belonging. Only a small number of teachers have teaching qualifications. The premises and facilities provide a safe, secure and clean environment. Classrooms are of a good size, laboratories are very well equipped, but the library stock is limited.

For Development:

- Ensure that there is greater coordination and coherence across the girls' and boys' section of the school so that best practice can be disseminated and shared.

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	- The student survey is generally positive. A large majority of students answering the survey say that they feel safe, happy and optimistic. They indicate that they enjoy positive relationships with adults in the school, and a very large majority say that they get on well with their teachers. - Under the headings of social, verbal, physical and cyber victimization, incidents of bullying are slightly higher at the school than for students across Dubai. Participation in sport, music and art is lower than for other students in Dubai.
 Parents	- The very large majority of parents responding to the survey are satisfied with the quality of education provided by the school. A similar proportion of parents say that their children feel happy and are kept safe. - A large majority of parents report that school leaders and staff listen to them and act on their views. A similar proportion agree that they have access to all of the information and support needed to help their children in their education. - A small number is less positive about teachers' qualifications, the quality of teaching and the amount of homework given to students.

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