

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

ACCEPTABLE

المعرفة
Knowledge

INSPECTION REPORT

2017-2018

Iranian Towheed
Girls School

Celebrating
10 years of
inspections

IRANIAN TOWHEED
GIRLS SCHOOL

IRANIAN CURRICULUM

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School information

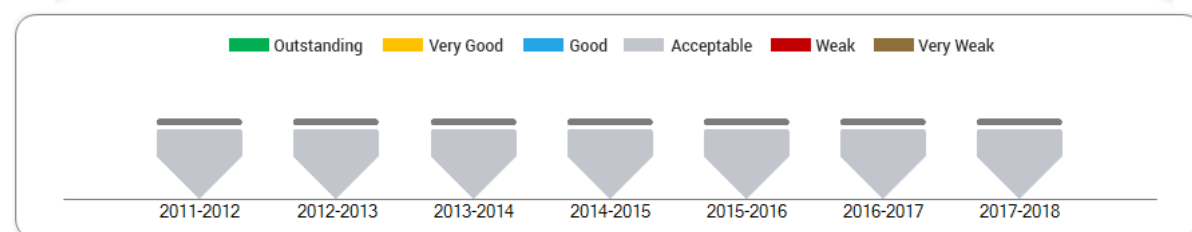
General information	
Location	Al Karama
Type of school	Private
Opening year of school	1959
Website	www.gi_st.com
Telephone	00971-4-3961234
Address	Dubai Al Karama- P.O.BOX:17
Principal	Narges Ahmad Rahimpour
Principal - Date appointed	9/24/2016
Language of instruction	Persian
Inspection dates	11 to 13 December 2017

Teachers / Support staff	
Number of teachers	22
Largest nationality group of teachers	Iranian
Number of teaching assistants	0
Teacher-student ratio	11
Number of guidance counsellors	1
Teacher turnover	41%

Students	
Gender of students	Girls
Age range	6-18
Grades or year groups	Grade 1-Grade 12
Number of students on roll	250
Number of children in pre-kindergarten	0
Number of Emirati students	0
Number of students with SEND	6
Largest nationality group of students	Iran

Curriculum	
Educational permit / Licence	Iranian
Main curriculum	Iranian /
External tests and examinations	Iranian Ministry of Education
Accreditation	Ministry of Iran
National Agenda benchmark tests	

School Journey for Iranian Towheed Girls School



The DSIB inspection process

In order to judge the overall quality of education provided by schools, inspectors consider the six standards of performance that form the basis of the UAE School Inspection Framework (the framework). They look at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judge how effective teaching and the assessment of learning are across the school. Inspectors consider how well the school's curriculum, including activities inside and outside classrooms, meet the educational needs of all students. They judge how well schools protect and support children. In addition, inspectors judge the effectiveness of leadership, which incorporates governance, management, staffing and facilities.

Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

Judgements are made on a six-point scale

DSIB inspection teams make judgements about different aspects, phases and subjects that form the work of the school, using the scale below, which is consistent with the framework.

Outstanding	Quality of performance substantially exceeds the expectation of the UAE
Very good	Quality of performance exceeds the expectation of the UAE
Good	Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)
Acceptable	Quality of performance meets the minimum level of quality required in the UAE (This is the minimum level for every school in the UAE)
Weak	Quality of performance is below the expectation of the UAE
Very weak	Quality of performance is significantly below the expectation of the UAE

Summary of inspection findings 2017-2018

Iranian Towheed Girls School was inspected by DSIB from 11 to 13 December 2017. The overall quality of education provided by the school is **acceptable**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

Leadership and management

Leaders have improved the quality of the school building, increased resources for technology in the primary school and provided dedicated reading areas across the school. Middle leaders in the primary phase are not yet sufficiently skilled and knowledgeable on how best to effect sustainable change. Senior leaders are passionate about improvement and work well with school governors.

Students' achievement

No judgements in attainment and progress have improved since the previous inspection. However, students' attainment in mathematics and science remain good in the high school. Students' attainment and progress are relatively better in the middle and high phases due to the better quality of teaching and teachers being subject specialists. This is not as evident in the primary phases where teachers are less knowledgeable on how younger students learn best.

Students' personal and social development, and their innovation skills

Students' behaviour, attitudes, personal and social development are a positive feature of the school. They are caring and supportive of each other and the relatively small numbers of students across the school allow them to know each other well. Their innovation skills are underdeveloped as they do have sufficient opportunities in the curriculum to develop this consistently across all grades.

Teaching and assessment

Teaching and assessment are relatively better in the middle and high phases, where the use of open ended and critical thinking questions is more evident. Although assessment is acceptable, it is largely limited to formal internal and external exams. Data are not used effectively to inform modifications to teaching, and improve learning in all phases.

Curriculum

The school adheres to the national curriculum of Iran, but does not fully comply with the statutory requirements of the UAE Ministry of Education in the provision and teaching of Islamic education. The curriculum is not sufficiently modified to meet the needs of all groups of students, particularly the more able. Extra-curricular activities are limited.

The protection, care, guidance and support of students

Students in the school are well cared for, and their well-being is a priority of the leadership. The older students receive appropriate support and guidance on careers and university applications. The school medical team and counsellor are proactive and provide good support and guidance for students across the school.

What the school does best

- Students' attainment and progress in mathematics and science in the high school
- Students behaviour, attitudes, personal and social development across all phases of the school
- The provision for students' health and safety across the school
- The involvement of the parent council and their participation in the life of the school

Key recommendations

- Comply with the United Arab Emirates Ministry of Education regulations for the teaching and curriculum of Islamic Education.
- Improve the quality of teaching by:
 - taking more account of students' learning needs when planning activities, asking questions and to provide challenge to all learners
 - providing more opportunities for students to think critically, solve problems and engage in extended reasoning activities
 - increasing the range of teaching strategies and innovatively using resources in lessons, including ICT
- Improve the effectiveness of assessment by:
 - consistently analysing data in all subject skills and making better use of assessment data to identify individual students' strengths and weakness
 - effectively using assessment data to improve lesson planning in order to meet the needs of all students
 - improving the quality of questioning and feedback, both oral and written, in order to provide students with clear next steps in learning
- Improve the middle leaders' understanding and impact of self-evaluation by:
 - implementing a more robust approach to lesson observations that includes a focus on students' attainment and progress and measurement of the impact of teaching on developing students' learning skills
 - regularly measuring the progress of the priorities identified in the action plan in relation to expected outcomes
- Across all subjects, provide opportunities in lessons for creative, extended writing based on clear rubrics which are matched to curriculum standards.

Overall School Performance

Acceptable

1. Students' Achievement

		Primary	Middle	High
Islamic education 	Attainment	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable
Arabic as a first language 	Attainment	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable
Arabic as an additional language 	Attainment	Acceptable	Acceptable	Not applicable
	Progress	Acceptable	Acceptable	Not applicable
Language of instruction 	Attainment	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable
English 	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Good
Mathematics 	Attainment	Acceptable	Acceptable	Good
	Progress	Good	Good	Good
Science 	Attainment	Acceptable	Good	Good
	Progress	Acceptable	Good	Good
		Primary	Middle	High
Learning skills		Acceptable	Good	Good

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

	Primary	Middle	High
Personal development	Very good	Very good	Very good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable

3. Teaching and assessment

	Primary	Middle	High
Teaching for effective learning	Acceptable	Good	Good
Assessment	Acceptable	Acceptable	Acceptable

4. Curriculum

	Primary	Middle	High
Curriculum design and implementation	Acceptable	Acceptable	Acceptable
Curriculum adaptation	Acceptable	Acceptable	Acceptable

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

	Primary	Middle	High
Health and safety, including arrangements for child protection / safeguarding	Good	Good	Good
Care and support	Good	Good	Good

6. Leadership and management

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

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, with education being a prime focus. The National Agenda includes two major objectives developed with the intention of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries in the 'Programme for

International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.

In response to this, each participating school was issued a report on their students' performance in these international assessments and, in addition, they were provided with clear targets for improving their performance. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving their individual National Agenda targets through the use of external benchmarking assessments.

The following section focuses on the impact of the National Agenda Parameter in meeting the school's targets:

Not applicable.

Emirati Students

As part of the UAE National Agenda, the DSIB continues to focus on the achievement of Emirati students. The Emirati Students Achievement project was launched in September 2017, to prioritise provision for Emirati students across Dubai.



The focus of the inspection is to evidence how effective schools are in raising the achievement of Emirati students. Schools are asked to prioritise the data-informed adaptations to the curriculum and to teaching and learning, as required, to raise the aspirations of students, expectations of staff and subsequent achievements of students.

The following section focuses on the quality of the school's activity in working towards raising the achievement of Emirati students.

Three strands are reported on (each with three elements): i) Governance and Leadership. ii) Learning and Intervention. iii) Personalisation

There are no Emirati students in the school.

Moral Education

- UAE moral education is taught discretely from grades one to nine, with sufficient time being allocated on the timetable.
- Appropriate teachers have been selected for the delivery of the curriculum. Most lessons engage and challenge students by using a range of strategies, including drama and role play.
- Students are active participants in lessons and are keen to express their own opinions. They demonstrate empathy with a range of situations related to a disability and people who support the community.
- Students' learning is beginning to be assessed. Reporting to parents is planned as part of the assessment of personal and social education.

The school's implementation of the UAE moral education programme is developing.

Social Studies

- The school meets requirements and follows the UAE curriculum guidelines. The curriculum identifies frequent links with Iranian culture, geography and history.
- Teachers have secure subject knowledge. Students' higher order thinking skills are developed in some social studies lessons by the use of drama, research and presentations.
- Students work collaboratively in groups and are usually enthusiastic about their work. They are able to make some connections between different areas of their learning.
- UAE social studies is assessed mainly through formative tests which ensure that students are making appropriate progress. Assessment information is used adequately to inform teaching and curriculum planning.

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

Innovation in Education

- Students have limited opportunities to develop independent learning skills. Research skills, critical thinking and innovation are not evident across all phases and subjects. There are too few student-initiated ideas and projects across the school.
- The student council is more independent than previously, and students participate willingly and passionately in school projects. However, there are limited opportunities for them to be innovative and creative.
- Teachers do not systematically plan opportunities to allow students to think critically and to be creative.
- The curriculum design does not focus on innovation skills. Extra-curricular activities are limited and opportunities for entrepreneurial activities are underdeveloped.
- School leaders have limited capacity to improve innovation in the school because of their lack of understanding of what constitutes better provision and outcomes.

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

Main inspection report

1. Students' achievements

		Primary	Middle	High
Islamic education 	Attainment	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable

Not Applicable

		Primary	Middle	High
Arabic as an additional language 	Attainment	Acceptable	Acceptable	Not applicable
	Progress	Acceptable	Acceptable	Not applicable

- Most students' attainment and progress in both phases are in-line with MoE standards. In the upper grades students are more positive and enthusiastic learners demonstrated in their verbal interactions and collaboration in lessons.
- Students' achievements in all four language skills remain the same since last inspection despite an Increase in the number of Arabic books and regular reading competitions.
- Students have limited opportunities to use technology independently for research purposes and for generating new ideas to further develop their learning skills in Arabic.

For development

- Provide students with opportunities to engage in meaningful discussions in order to develop their speaking and listening skills.
- Provide writing rubrics with clear overall targets for each student.

		Primary	Middle	High
English 	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Good

- In the primary and middle phases, students make steady progress in their speaking and listening. Progress in the high school is better and by the end of that phase, students communicate well orally and write relatively fluently.
- Students in all phases are eager to communicate their learning and senior students sometimes use technology effectively to present complex research projects.
- Overall attainment and progress remains the same as at the previous inspection mainly because students' skills in reading and extended writing, and their use of technology to stimulate learning, are undeveloped.

For development

- Ensure students in the primary and middle phases have more opportunities to practise and master the four skills.
- Ensure students have more opportunities for reading and extended writing.

		Primary	Middle	High
Mathematics 	Attainment	Acceptable	Acceptable	Good
	Progress	Good	Good	Good

- Middle and high school students make good progress in investigation and research. These are less well developed in the primary phase.
- In primary, students use their numeracy skills to perform simple operations. At the end of middle school, they are capable of solving complex equations. The majority of students in high school can skilfully find the domain of a function and its inverse.
- Students' critical thinking, problem solving and extended reasoning skills are underdeveloped, particularly in the primary phase. They do not routinely connect their learning to real life applications and to other subject areas.

For development

- Accelerate progress, especially for more able students, by providing suitably challenging activities and focused open-ended questions.

		Primary	Middle	High
Science 	Attainment	Acceptable	Good	Good
	Progress	Acceptable	Good	Good

- In the middle and secondary phases the majority of students make strong gains in knowledge, skills and understanding as measured against learning objectives. Scientific skills are less well developed in the primary phase.
- Students' motivation and interest in science are robust in the middle and high phases but less so in primary. Higher attaining students sustain their interest and ambition through extended work, in-depth assignments, research and critical thinking.
- Although students in all phases are developing their investigative skills to varying degrees, the extension of this into critical thinking and problem solving is at an embryonic stage in primary and at a more developmental stage in secondary.

For development

- Improve students' skills and knowledge in science through further developing the STEM programme across all three phases.

	Primary	Middle	High
Learning Skills	Acceptable	Good	Good

- There are opportunities for students to be engaged in, and to take responsibility for learning in the middle and high school. However, teachers still tend to direct students more than is needed, especially in the primary phase. Collaborative work also remains limited for primary students.
- Although primary students are mostly passive, they are keen learners. There are limited opportunities for independent use of technology. Critical thinking, problem solving, inquiry and research are not systematic features of students' learning in all subjects.

For development

- Increase students' opportunities to use resources, such as technology, independently to develop their learning skills.
- Increase opportunities for students to develop their critical thinking, inquiry skills, problem-solving skills and research; particularly in primary.

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

	Primary	Middle	High
Personal development	Very good	Very good	Very good

- Across the school students demonstrate positive and responsible attitudes to learning and to their wider school life. Bullying is rare and relationships among students and with staff are respectful and considerate. They are self-disciplined and courteous towards adults and other students.
- Across the school students are developing a clear understanding of safe and healthy living, especially in upper grades. They know how to keep themselves safe and are conscientious about keeping fit and healthy.
- The students' sense of social and personal responsibility develops as they move through the school almost all students arrive at school and to lessons on time. The attendance rate is very high.

	Primary	Middle	High
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good

- Students' awareness of Islamic values and their own culture are strong throughout the school. They talk proudly about the main features of their heritage. This is most evident in the high school. Students' understanding of worldwide cultures remains under-developed across all phases.
- Students' appreciation and respect of Islamic values and its impact on themselves and on the modern life in Dubai is strongest. They demonstrate a solid understanding of their own heritage, but their understanding and knowledge of other world cultures, particularly other Arab cultures, remain underdeveloped.
- Students continue to improve their understanding of their own culture, heritage and traditions. However, their awareness of worldwide cultures is inconsistent across the phases.

	Primary	Middle	High
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable

- Students are aware of, and understand their roles as members of the school community. They are keen to participate in morning assemblies. While the student council is in the early stages of making contributions to the school, students do not have sufficient opportunities to develop their leadership and entrepreneurial skills.
- Students show a positive work ethic and take responsibility to improve their learning and work when given the opportunity. Secondary school students undertake some creative initiatives, such as the environment wall. Their involvement as volunteers within their local community is beneficial but irregular.
- A majority of students demonstrate a secure understanding of environmental sustainability. They participate in some activities related to the environment, but are unable to articulate a deeper understanding of wider issues such as conservation.

For development

- Improve students' understanding of other world cultures, including a better understanding of Arab cultures.
- Provide more age-appropriate opportunities in the curriculum for students across the school to be innovative and to undertake entrepreneurial activities.

3. Teaching and assessment

	Primary	Middle	High
Teaching for effective learning	Acceptable	Good	Good

- Teachers' positive interactions with students ensure that students are willing learners. Assessment information is not used rigorously enough to match tasks to students' individual needs and they do not sufficiently challenge the more able learners.
- In the best lessons in the middle and high school phases, teachers' questions promote critical thinking and problem solving. This is inconsistent across the school. Opportunities to develop these skills and to promote innovation are not routinely planned for, in lessons.
- Teaching strategies are not modified sufficiently to meet the needs of all groups of students especially in primary school. More imaginative teaching with a range of activities, such as drama and role play, is more evident in non-core subjects such as moral education.

	Primary	Middle	High
Assessment	Acceptable	Acceptable	Acceptable

- Although assessment is acceptable in all phases, it lacks both rigour and consistency in determining the next steps for learning. Oral and written feedback do not identify areas for development or highlight students' individual strengths and weaknesses.
- In the best lessons assessment results are used to inform lesson planning and future learning, but this is inconsistent and underdeveloped across most areas of the curriculum. Questioning is mostly generic and is not sufficiently used to assess students' progress and critical thinking.
- Although assessment processes include a focus on the results of Iranian national tests the school has does not systematically use international assessments in key subjects to inform curriculum modifications and adjustments to teaching.

For development

- Analyse students' skills and the tracking of their progress to consistently and rigorously modify teaching in order to improve students' attainment and learning skills.

4. Curriculum

	Primary	Middle	High
Curriculum design and implementation	Acceptable	Acceptable	Acceptable

- The school does not comply with the United Arab Emirates Ministry of Education regulations for the Islamic education curriculum. Although the curriculum is mainly knowledge-based it also develops some skills. It mostly provides continuity and progression but in the primary phase, students are less well-prepared for transition to the middle school section.
- Curriculum review and development have facilitated the provision for moral education. Curricular choice is only available to higher grades and limited in scope. Cross-curricular links are planned but not embedded. As a result students do not consistently transfer learning between different subjects.
- Since the previous inspection a more flexible approach to curriculum delivery is developing as a result of the introduction of moral education.

	Primary	Middle	High
Curriculum adaptation	Acceptable	Acceptable	Acceptable

- Modification of the curriculum to meet the needs of all groups of students including those with SEND and high attainers, is not consistent across the school. In the primary phase, where teacher expectations are sometimes lower and there is a lack of challenge, the needs of higher attainers are not met.
- Opportunities for students to initiate and engage in activities that develop their innovation, entrepreneurial and social contribution skills are inconsistent across phases and not fully embedded in all subjects.
- Since the previous inspection the school has increased the opportunities available to students to develop their knowledge of the UAE's culture and society in all phases, within subjects, in their school assemblies, and in the learning environment of the school.

For development

- Provide more curricular choices and cross curricular links across all phases to enhance students' learning experience.
- Systematically modify the curriculum across all subjects and phases to meet the needs of all groups of students, including those with SEND and who are more able.

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

	Primary	Middle	High
Health and safety, including arrangements for child protection / safeguarding	Good	Good	Good

- The protection, guidance and support of students is consistently effective throughout the school. The proactive medical team provide good support for students to maintain healthy lifestyles, such as monitoring those who have a high body mass index (BMI).
- A strength of the school is the effective procedures in place to ensure the well-being of all students, including child protection. The premises, although upgraded in a range of areas, are not sufficiently modified to allow students with physical disabilities to access the upper floor.
- The school has installed ramps in the ground floor, provided a gym and improved the quality of provision in the school canteen to ensure that students are supported in adopting a healthy lifestyle whilst at school.

	Primary	Middle	High
Care and support	Good	Good	Good
• Very positive relationships result in an atmosphere of mutual respect and co-operation across the school. Procedures for managing students' behaviour are very successful and known to all students. The school has rigorous systems to promote and monitor attendance and punctuality, resulting in very high levels of attendance. • Students with special educational needs and disabilities (SEND) are identified effectively but not all students in the primary phase who are gifted and talented are officially recognised. Older students receive effective career guidance. • The overall quality of care and support has been maintained since the previous inspection but there remains inconsistency in the quality of support provided in some lessons for students with SEND. The school counsellor and nurse provide good individual support for students' personal and physical well-being.			
For development			
• Review the suitability of the premises for all students with physical disabilities. • Improve the quality of support in lessons for students with SEND by ensuring individual learning plans are consistently used when planning tasks. • Identify all students throughout the school who are gifted and talented and provide activities in lessons to meet their individual needs.			

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND

Acceptable

- Senior leaders support and promote an ethos of inclusion within the current limitations of the school premises. There is a new inclusion action team which includes the school principal, counsellor and two experienced teachers.
- There are appropriate procedures in place to identify students with special educational needs and disabilities (SEND) including a range of assessment information and specialist external advice. The new special needs coordinator has made a positive start with training for teachers to support specific learning needs.
- Parents interviewed are very appreciative of the help and support they receive from the counsellor and the SEND team. They state that access and information have improved and they value the partnership between home and school.
- In some lessons, planning takes insufficient account of the needs of students with SEND. All students are given the same task and so progress is restricted. Individual education plans (IEPs) relate to specific needs and are shared with parents but require more focused and measurable targets.
- Overall, students make acceptable progress towards overcoming their barriers to learning. Progress is better when lesson planning takes clear account of prior learning outcomes. Few students who are gifted and talented have been identified.

For development

- Ensure all lesson planning takes account of the prior learning of students with SEND in-order to provide tasks appropriate to their individual needs.
- Review individual education plans to include clear guidelines for support and the identification of measurable steps to improve learning outcomes.

6. Leadership and management

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

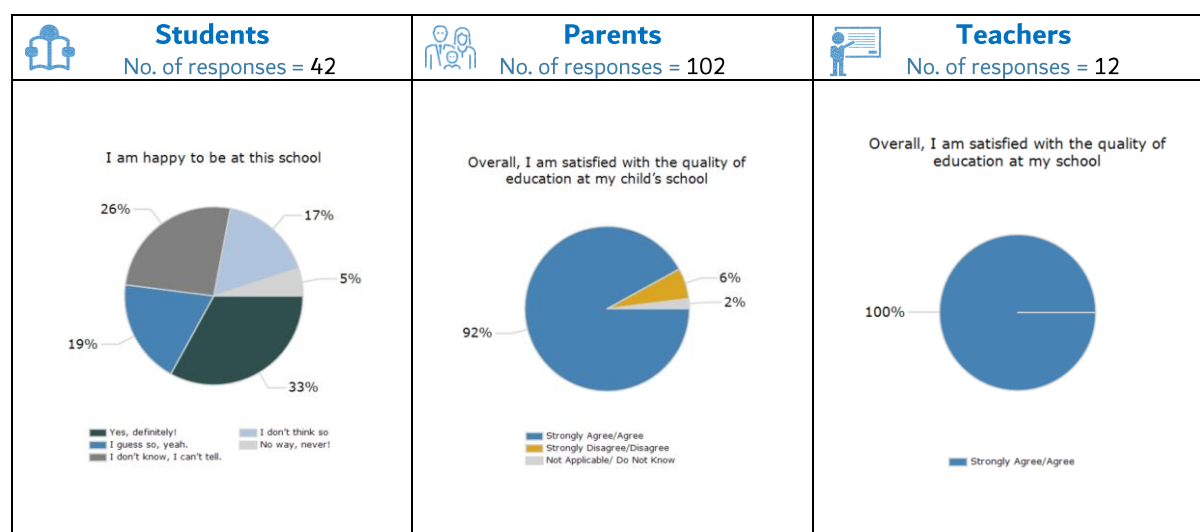
- Senior leaders are committed to improvement and are developing aspects of the school through a partnership with an outstanding school in Dubai. All leaders have very positive and professional relationships with staff and morale is positive. Not all middle leaders are clear about their leadership roles and do not consistently know how to hold teachers accountable for high standards of teaching and learning.
- The processes for self-evaluation are not consistently understood by all middle leaders. The accuracy and effectiveness of their monitoring of teaching are variable. School leaders have worked hard to address the recommendations from the previous inspection. The impact is mainly evident in the school environment. However, leaders do not accurately and systematically assess the impact of the school improvement plan targets on an ongoing basis.
- Parents play an important role in the life of the school. The parent council is involved in providing suggestions for improvement and use their community connections to support the school. Although parents are satisfied with the school reports and communication systems, they continue to seek ways of developing this by extending the use of social media.
- The governors regularly seek the opinions of parents and stakeholders about different aspects of the school's performance, especially in relation to external Iranian exams. They do not have an accurate picture of the performance of students against international standards. Governors do not systematically and accurately address the weaknesses in teaching, assessment and students' progress, especially in the primary phase.
- Systems and procedures are in place to ensure the smooth management of the school on a day-to-day basis. A few staff are not appropriately deployed according to their strengths and abilities. Professional development addresses general issues across the school but does not systematically target the different needs of teachers.

For development

- Ensure that all middle leaders understand their leadership roles and can effect measurable change within their departments.
- Apply more rigour in the self-evaluation and monitoring processes.
- Develop and implement more systematic and rigorous systems for governors to monitor the school's performance against international benchmarks in maths, English and science.
- Provide appropriate and targeted training for all middle leaders in order to lead their departments more effectively, especially in the primary phase.

The views 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	Students generally feel happy at the school, but a majority state that they have few opportunities to participate in interesting activities. A large minority of students feel that their teachers do not know their strengths and areas for development.
 Parents	Parents are generally satisfied with the quality of education at the school. Their main concerns are with the limited range of extra-curricular activities and the limited opportunities to develop students' innovation and curiosity.
 Teachers	Most teachers are satisfied with the quality of education at their school. Their main concerns are the limited impact of the professional development provided and the small number of extra-curricular activities provided to students. A minority do not feel the provision and support for students with SEND is adequate.

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