



المعرفة
Knowledge



IRANIAN TOWHEED GIRLS SCHOOL

IRANIAN CURRICULUM

ACCEPTABLE

DUBAI FOCUS AREAS

INCLUSIVE
EDUCATION



ACCEPTABLE

WELLBEING



ACCEPTABLE

NATIONAL AGENDA
PARAMETER



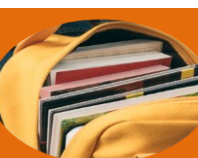
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CONTENTS

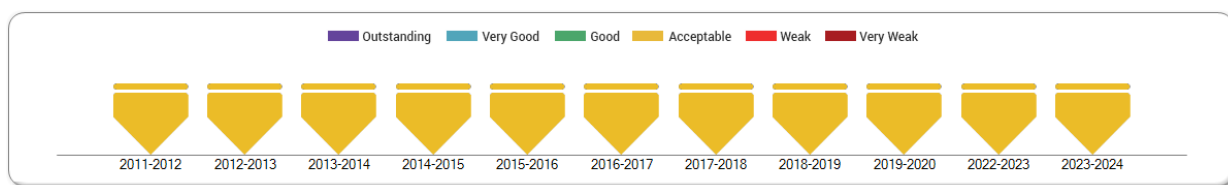
<i>SCHOOL INFORMATION.....</i>	<i>3</i>
<i>SUMMARY OF INSPECTION FINDINGS 2023-2024.....</i>	<i>4</i>
<i>OVERALL SCHOOL PERFORMANCE</i>	<i>6</i>
<i>MAIN INSPECTION REPORT.....</i>	<i>10</i>
<i>WHAT HAPPENS NEXT?</i>	<i>21</i>



SCHOOL INFORMATION

 GENERAL INFORMATION	 Location	Al Karama
	 Opening year of school	1992
	 Website	www.gi_st.com
	 Telephone	97143961234
	 Principal	Nayerreh Nezamdoost Faraz
	 Principal - date appointed	10/13/2023
	 Language of instruction	Persian
	 Inspection dates	16 to 20 October 2023
 STUDENTS	 Gender of students	Girls
	 Age range	6-18
	 Grades or year groups	Grade 1-Grade 12
	 Number of students on roll	210
	 Number of Emirati students	0
	 Number of students of determination	54
	 Largest nationality group of students	Iran
 TEACHERS	 Number of teachers	23
	 Largest nationality group of teachers	Iranian
	 Number of teaching assistants	1
	 Number of guidance counsellors	1
 CURRICULUM	 curriculum	Iranian
	 External Curriculum Examinations	Iranian Board
	 Accreditation	None

School Journey for IRANIAN TOWHEED GIRLS SCHOOL



SUMMARY OF INSPECTION FINDINGS 2023-2024

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

Students Outcomes

- Across the school, students' outcomes in mathematics and science are the same, where a majority of students are above curriculum standards and make better than expected progress. In English, students in Middle and High have better outcomes than students in Primary. Students in Arabic, as an additional language, have the same outcomes in both Middle and High. Students' learning skills are good across the school.
- Students are self-disciplined and exhibit responsible attitudes. Their exemplary behaviour has a profound influence on the atmosphere of the school. Students have a deep understanding of the role of Islamic values in shaping life within the UAE and in influencing their life experiences. They are keen to celebrate Islamic events and activities at school. Students have a secure understanding of their roles in school. Volunteering roles are popular and respected by the school community.

Provision For learners

- Teachers' subject knowledge is a strength. Teachers are successful in creating positive classroom climates. In a minority of lessons, teachers use questioning to check facts rather than encouraging the students to think, particularly in Primary. Assessment processes align with the curriculum but lack consistent measures of tracking in subjects. Assessment data are analysed, but information is superficial and not well used to meet the needs of individuals or groups of students.
- The curriculum does not meet the UAE Ministry of Education (MoE) requirements for Islamic Education. In High, the curriculum is extended to give a reasonable choice of academic and non-academic subjects. The Iranian curriculum is coherent and sequential, thus ensuring that continuity and progression is at least adequate and that there are no severe learning gaps. Cross-curricular links are not seen consistently in lessons.
- Students feel safe and secure. The school implements effective safety procedures. All are well aware of the school's policy for safeguarding. The counsellor provides effective pastoral support for all students. Anti-bullying procedures are effectively promoted. Arrangements for students travelling by school transport are secure. There are systems to identify students of determination. However, at times the identification process is not precise enough to enable teachers to adapt lessons accurately to meet all students' needs.

Leadership and management

- Most leaders are committed to the UAE National Agenda priorities of inclusion and wellbeing. Senior leaders are stronger in managing the school operationally than leading on teaching and learning. The communication among leaders is professional. Parents are informed regularly of their children's performance through the half-termly reports, and in meetings, where they are provided with more knowledge more about their children's next steps in learning. The day-to-day operations of the school are well managed.

Highlights of the school:

- Students' personal development, particularly in Middle and High
- Students' understanding of Islamic values
- The very good partnerships with parents

Key recommendations:

- Governors should:
 - empower senior leaders to lead the improvement plan in close collaboration with middle leaders,
 - ensure that the school has an accurate view of its strengths, areas of development, and improvement plans by using carefully analysed data.
- Leaders should:
 - provide clear lines of responsibility that are endorsed by the governors, and which support middle leaders in their roles in the school,
 - empower and mentor middle leaders to enable them to monitor skilfully teaching and learning in their departments and to hold them accountable for students' outcomes,
 - ensure that the needs of all groups of students, including students of determination and those with gifts and talents, are met.



OVERALL SCHOOL PERFORMANCE

Acceptable

01 Students' Achievement

		KG	Primary	Middle	High
 Islamic Education	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
 Arabic as a First Language	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Acceptable	Not applicable
	Progress	Not applicable	Good	Good	Not applicable
 Language of instruction	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
 English	Attainment	Not applicable	Acceptable ↓	Good	Good
	Progress	Not applicable	Acceptable ↓	Good	Good
 Mathematics	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Good	Good	Good
 Science	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Good	Good	Good

	KG	Primary	Middle	High
Learning skills	Not applicable	Good ↑	Good	Good

02 STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

	KG	Primary	Middle	High
Personal development	Not applicable	Very good	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Not applicable	Very good	Very good	Very good
Social responsibility and innovation skills	Not applicable	Good	Good	Good↓

03 TEACHING AND ASSESSMENT

	KG	Primary	Middle	High
Teaching for effective learning	Not applicable	Good	Good	Good
Assessment	Not applicable	Acceptable	Acceptable	Acceptable

04 CURRICULUM

	KG	Primary	Middle	High
Curriculum design and implementation	Not applicable	Acceptable	Acceptable	Acceptable
Curriculum adaptation	Not applicable	Acceptable	Acceptable	Acceptable

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

	KG	Primary	Middle	High
Health and safety, including arrangements for child protection/ safeguarding	Not applicable	Good	Good	Good
Care and support	Not applicable	Acceptable↓	Acceptable↓	Good↓

06 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

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

Wellbeing



KHDA has placed wellbeing at the centre of our school communities. Through focusing upon the inspection of three core wellbeing domains; Leading and Pursuing Wellbeing, Engaging and Enabling Stakeholders and Student's Wellbeing Agency and Experiences an evaluation of well-being provision and outcomes is provided below:

Overall, the quality of wellbeing provision and outcome is at an acceptable level

- Leaders have a vision for wellbeing, but it is not sufficiently implemented or understood by all stakeholders. Leaders understand the importance of wellbeing but do not monitor actions or evaluate its impact. There is a basic approach to collecting and using relevant information. Some isolated events and activities take place for students, but there is not a structured, organised wellbeing plan. Leaders carry out reviews of the provision but are not identifying accurately the priorities such as, the required staff training.
- Students have a limited understanding of wellbeing. They do not have enough opportunities to develop and lead wellbeing projects and initiatives. Parents are encouraged to interact with the school. There is a parent council where parents can contribute their ideas to school leaders. Students know to whom they can speak if they have a concern. They appreciate the guidance and advice which staff give them. Staff enjoy working at the school and value the support that they receive from leaders.
- Leaders provide trips and some opportunities for local visits. However, in school there are very few activities that support the development of students' wellbeing. Older students are more knowledgeable about mental health and the wellbeing of others. The school has taught students how to stay safe online. Classroom environments are positive as relationships between students and staff are generally strong. Students enjoy school and talk positively about their friends and the support that they receive.

For Development:

- Empower leaders at all levels to implement a structured, organised approach to wellbeing.
- Enable students to take ownership of wellbeing and to have opportunities to lead on wellbeing projects and activities.

UAE social studies and Moral Education

- Moral and social education follows the MoE guidelines and is taught mostly as an integrated curriculum, although some elements are taught through history and geography. It follows the curriculum standards set out in the moral, social and cultural framework.
- Assessment strategies are applied appropriately and use quizzes, projects and tests. Questioning and dialogue engage children in meaningful discussions and reflection. The curriculum is enriched through charity work and UAE national celebrations.
- Integration of these subjects across the curriculum is limited.

Arabic in Early Years

- Arabic is not taught in the Early Years since there is no KG phase in the school.



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ARABIC AS AN ADDITIONAL LANGUAGE

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

- In lessons and recent work, most students attain the expected knowledge and language skills. They are making inconsistent progress in relation to their number of years of studying Arabic. Students' writing skills are variable in both phases, where they have few opportunities to support their emergent writing.
- Students' listening and reading comprehension skills are better developed than their skills of speaking and writing. Their ability to engage in conversations is adversely affected by limited vocabulary. They have too few opportunities to practice their speaking skills in lesson.
- The increased opportunities for students to read using digital platforms, and to apply language in everyday contexts, is improving their language skills in general. However, students' ability to express themselves in standard Arabic is still underdeveloped.

For Development:

- Ensure that assessment information is used more purposefully to meet the needs of all students.
- Improve students' progress and attainment by ensuring that teachers' expectations are raised, and that appropriate attention is given to the development of all four language skills, especially speaking and writing.

ENGLISH

	KG	Primary	Middle	High
Attainment	Not applicable	Acceptable ↓	Good	Good
Progress	Not applicable	Acceptable ↓	Good	Good

- Students' achievement in English improves as they move through the phases. In the Middle and High, the majority of students make consistently better than expected progress in grammar, speaking, listening and reading. Progress is more variable across year groups in Primary.
- In Primary, children develop listening and speaking skills well. In High, students express their ideas clearly and confidently, using interesting language and correct grammar. Students' creative and extended writing skills are less well-developed across the phases.
- Support for different groups of students is improving in Middle and High. In Primary, there is a lack of targeted support for groups of students, especially those arriving to the school who are new to learning English.

For Development:

- Extend opportunities for independent writing across all phases, but especially in the middle and high phases.
- Provide more targeted support for lower attaining students and for those who are new to learning English, to ensure they make at least the expected levels of progress.

MATHEMATICS

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

- Assessment data indicate that students' attainment is very strong in all phases, and higher than what is seen in lessons and in the school's own judgements. Analysed progress data are not available. In lessons in the high phase, the more able students are very well challenged and make rapid progress.
- In Primary and Middle, concepts are established in number, geometry and algebra. In High, mathematical thinking including trigonometry is developed very well. Opportunities for mental calculations in Primary are limited. The use of hands-on materials for practical investigations is confined to the early Primary years.

- Continuous focused professional development has been successful in developing critical thinking skills, especially for senior students. Differentiated extension and support materials are now available in lessons. They are not be always personalised to meet the needs of all groups of students, and especially students of determination.

For Development:

- Extend the use of hands-on materials and practical mathematics to upper Primary and into Middle to establish mathematical concepts.
- Ensure that students are offered more opportunities for mental calculations in Primary and lower Middle.

SCIENCE

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

- From lessons and students' work, science knowledge and inquiry skills are developed at a steady pace across all phases, with a stronger focus on applied science and technical laboratory work in the high phase. Across the school, a majority of students are achieving above the curriculum standards.
- The majority of students show effective improvement in experimental, observational, and problem-solving skills. They conduct basic experiments, share their observations, express their ideas confidently and apply them to contemporary situations. The use of digital technology to support scientific learning is underdeveloped.
- Students collaborate effectively on tasks in all phases, conducting investigations in their groups and taking responsibility for their learning. However, the lack of sufficient challenges is limiting the improvement of the full range of students' scientific thinking and reasoning skills.

For Development:

- Ensure that the skills of scientific thinking and inquiry are regularly enhanced through purposeful use of digital technology.
- Provide more opportunities for the use of applied science, cross-curricular themes and innovation in science lessons.

LEARNING SKILLS

	KG	Primary	Middle	High
Learning skills	Not applicable	Good ↑	Good	Good

- Students take increasing responsibility for their own learning as they move throughout the school. A majority of students in High are confident independent learners. Opportunities are sometimes missed for independent learning in Primary where there is an overemphasis on directed learning.
- The majority of students collaborate well in a range of subjects across the phases and their interactions are positive. In the better lessons, students communicate their learning clearly. Most know their strengths and weaknesses and what steps to take to improve.
- The use of learning technology to develop learning skills is limited across subject and phases. Critical thinking and problem-solving skills are developing features of learning and are especially strong in mathematics. There are few opportunities for innovation and enterprise.

For Development:

- Provide frequent opportunities for students to use learning technology effectively to improve their learning skills.
- Encourage and improve more opportunities for students to be innovative and enterprising.

02 STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

	KG	Primary	Middle	High
Personal development	Not applicable	Very good	Outstanding	Outstanding

- Students consistently exhibit highly positive and responsible attitudes in school. They show strong self-reliance and embrace constructive feedback enthusiastically. They are remarkably self-disciplined, responding skilfully to others. Incidents of bullying are rare. Students' exemplary behaviour has a profound influence on the positive atmosphere throughout the school.
- Students demonstrate a strong sensitivity to the needs and diversities of their peers, consistently offering mutual support and welcoming new students warmly. Their relationships among themselves and with staff are highly respectful and considerate.
- Students display a strong understanding of living safely and healthily. They engage in activities that encourage safe and healthy lifestyles. Students' attendance is very good, and they are punctual to all lessons. However, a few students are not always punctual in arriving at school, especially in Primary.

	KG	Primary	Middle	High
Understanding of Islamic values and awareness of Emirati and world cultures	Not applicable	Very good	Very good	Very good

- Students have a deep understanding of the role of Islam in shaping daily life in UAE. They are keen to celebrate Islamic events and activities at school such as, Ramadan, group Iftar and the daily prayers.
- Students highly appreciate the rich Emirati culture and heritage. They are knowledgeable of the achievements and efforts of the UAE government and its leaders. They enjoy celebrating national events for instance, National Day and Flag Day.
- Students show knowledge, understanding and respect for their own heritage and culture. They celebrate most of the Iranian traditional events. They are involved in a few cultural activities at school where they experience and learn more about the traditions and customs of other world cultures.

	KG	Primary	Middle	High
Social responsibility and innovation skills	Not applicable	Good	Good	Good ↓

- The student council plays an active role in organising fund raising events. Students donate food and clothing to help those less fortunate than themselves and participate in recycling, completing litter picks at the beach. Students are not often involved in events within the wider community.
- Students have a secure understanding of their roles in school and how these benefit members of the school community. Volunteering roles are popular and respected. They hold responsibilities as student representatives and classroom monitors, where they dutifully fulfil expectations with pride.
- Students take interest in caring for their environment. They participate in ecological and environmental issues, such as, growing fruit and herbs in the Green Club. Innovative and entrepreneurial opportunities in relation to sustainability are limited, and not consistently offered nor initiated.

For Development:

- Engage students in a wider range of community projects.
- Provide more opportunities for students to initiate and manage projects that allow them to innovate and increase their understanding of other world cultures and global environmental issues.

03 TEACHING AND ASSESSMENT

	KG	Primary	Middle	High
Teaching for effective learning	Not applicable	Good	Good	Good

- Teachers' subject knowledge is a strength of the school. Most lessons in all phases are engaging. Teachers are successful in creating positive classroom climates, particularly in Middle and High, and the majority use time and resources well.
- The majority of teachers use good questioning techniques to probe students' thoughts and reflections. In a minority of lessons, teacher use questioning to check facts rather than encouraging the students to think for themselves, particularly in Primary.
- In the best lessons challenge is high. In these lessons, teachers recognise that different groups and individuals, including higher attaining students and students of determination, have different learning needs. However, teachers do not always adapt their methods and use of resources to meet them.

	KG	Primary	Middle	High
Assessment	Not applicable	Acceptable	Acceptable	Acceptable

- Assessment processes across all phases align with the curriculum but lack consistent systems for the tracking of students' progress in all subjects. While school leaders measure attainment successfully, they do not always provide a clear analysis of how each student is progressing and what she has to do to improve.
- Although most teachers understand the general learning needs of students in their lessons. However, data are not well used to influence planning and modification of the curriculum to match the specific needs of individuals and groups of students.
- Although leaders have suggested how to give feedback to students, their advice is not always followed as rigorously as it should be. Peer- and self-assessments by students are inconsistent and limited only to the upper phase.

For Development:

- Ensure that teaching methods and resources are adapted to meet the learning needs of all students.
- Use assessment information rigorously to support teaching and curriculum adaptation.
- Provide students with regular opportunities to self- and peer-review their work and develop teachers' feedback so that the students know what to do to improve.

04 CURRICULUM

	KG	Primary	Middle	High
Curriculum design and implementation	Not applicable	Acceptable	Acceptable	Acceptable

- The curriculum does not meet the UAE MoE requirements for Islamic Education. In the high phase, the curriculum is extended to give a reasonable choice of academic and non-academic subjects. However, attempts by school leaders to support groups of students and especially students of determination are not yet fully successful.
- The Iranian curriculum is coherent and sequential, thus ensuring that continuity and progression are at least adequate and that there are no severe learning gaps. Cross-curricular links are planned but are not seen regularly in lessons.
- The positive effort to focus on the teaching of subject specific skills across the curriculum has helped to prepare students for the next phase of their education. However, this process is not yet embedded.

	KG	Primary	Middle	High
Curriculum adaptation	Not applicable	Acceptable	Acceptable	Acceptable

- In lower phases, the school has made a few modifications to the curriculum to assist new students to the school through the provision of support classes in English only. Throughout all phases, there is an effort to cater for students' different learning styles through grouping.
- The curriculum is functional. Adequate enhancements provide opportunities for older students to achieve academically and to prepare for higher education. The provision of suitable spaces and activities to enhance enterprise, innovation and social contribution has commenced but is not yet developed sufficiently to engage most students.
- The school endeavours to develop learning experiences to deepen understanding of Emirati traditions and culture. They have been integrated through school displays, events and field trips. However, symbols of traditional Emirati culture and society are limited.

For Development:

- Allow all school leaders to modify the curriculum more effectively to meet the needs of different groups of students and especially, students of determination.
- Ensure that all students have regular opportunities to be innovative and enterprising and to use the new learning spaces regularly.

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

	KG	Primary	Middle	High
Health and safety, including arrangements for child protection / safeguarding	Not applicable	Good	Good	Good

- The school implements effective safety procedures for students and teachers. All are knowledgeable about the school's policy for safeguarding. The counsellor provides effective pastoral support for students across the school. Anti-bullying procedures, including those related to cyber-safety, are effectively promoted. Students feel safe and secure.
- The school is clean, hygienic, and accessible. The school buildings and equipment are well maintained. However, evacuation signage is not sufficiently clear, and entrances are not always efficiently supervised at all times. Arrangements for students travelling by school transport are secure.
- Regular school assemblies raise students' awareness about healthy lifestyles in terms of their wellbeing, healthy eating and how to stay safe. Medical personnel provide good levels of care and are effective in promoting healthy living throughout the school.

	KG	Primary	Middle	High
Care and support	Not applicable	Acceptable ↓	Acceptable ↓	Good ↓

- Staff and students have positive relationships, particularly in the high phase, where teachers encourage debate and collaborative learning. Staff generally manage students' behaviour successfully. Students in High display mature attitudes towards learning. Attendance across the school is strong.
- There are basic systems to identify students of determination. However, at times identification is not precise enough to enable teachers to adapt lessons accurately to meet all students' needs. Gifted and talented students do not always receive the challenging curriculum content which they require.
- There are some systems for gathering information about students' wellbeing, but monitoring is not effective. Consequently, staff do not have an accurate picture of the wellbeing of all students. Students presently receive limited careers guidance and understanding of future life opportunities.

For Development:

- Ensure that students are kept safe by making sure that all entrances are appropriately staffed, and by improving the signage to identify exits clearly.
- Improve the systems for the support and the monitoring of students of determination.
- Provide students with comprehensive careers guidance to help them to make more informed choices.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination

Acceptable

- Leaders welcome students of all needs into school. However, the needs of students of determination are not always prioritised. Teachers do not receive the specific training to help them to support students of determination or those who are gifted and talented.
- The school's admission procedures for students of determination identify their overall needs. At times, additional support plans are used effectively, but they tend to be for the students with the most complex needs. Other students of determination do not regularly receive the guidance and support matched to their individual needs.
- Leaders ensure that parents frequently receive progress information about their children. However, parents are not fully involved in the production and review of individual education plans (IEPs). As a result, they do not always have an accurate understanding of their children's development.
- Classroom cultures are generally positive, particularly in High. Written plans are in place to match the needs of groups of students, although these are variable and do not always provide positive learning experiences for all.
- Leaders use tests to identify students' level of need. Yet, assessment information is not consistently used to track progress. Targets on IEPs are not always matched to students' needs. As a result, the curriculum is not always tailored to what students really need.

For Development:

- Ensure that leaders of inclusion are given the support and resources to provide a high-quality education for all students of determination, including those who are gifted and talented.
- Provide specialised training for teachers, to improve the provision for students of determination in and out of lessons.

06 LEADERSHIP AND MANAGEMENT

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

- Most leaders are committed to the national priorities of inclusion and wellbeing. Senior leaders at the school are better able to manage the school operationally than in leading on teaching and learning. The communication among leaders is professional. Leaders have identified the barriers to students' learning but have provided limited options to address them and then monitor the impact of actions. Not all leaders have had significant impact on the overall performance of the school.
- The school 's self-evaluation is based on gathering a range of evidence, including staff review. Leaders engage the students and parents in consultation on an informal basis. The school's leaders monitor teaching and learning through lesson observations that mainly focus on teaching rather than improvement in students' progress. The reports on these observations are mainly descriptive, with limited reference to key strengths and specific areas for further improvement. The school has addressed only one recommendation from the previous inspection report.
- Leaders are successful in engaging parents in the life of the school. Parents' views are collected by governors twice a year. The school adopts an open-door policy with parents, who have the possibility of communicating through emails, WhatsApp and personal calls. Parents are informed regularly of their children's performance through the half-termly reports and in parents' meetings. Partnerships are very strong with the local Iranian communities.
- The governing board meets regularly to review the performance of the school and its needs. There are systems to seek the views of stakeholders and particularly the parents. The governors monitor the work of the school but do not empower school leaders or hold them accountable for its performance. Governors do not analyse the impact of actions plans or act as a critical friend to the school. Therefore, they have yet to be fully successful in supporting the school's overall development.
- The day-to-day operations of the school are well managed. Students, teachers and staff are very aware of the daily routine and different school procedures. The premises are well maintained with adequate specialist facilities. The school has the appropriate qualified teachers for most of the subjects. They receive general professional development. The learning resources are adequate and support the learning experience of most of the students.

For Development:

- Improve the leadership skills of all leaders, and especially middle leaders, so that they can improve standards within their own departments.
- Adopt more robust procedures in self-assessing the performance of the school to ensure a realistic view of the school's provision and students' outcomes.
- Ensure that governors empower and support all leaders.



WHAT HAPPENS NEXT?

All schools are required to develop an action plan. The plan 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 QA.Schools@khda.gov.ae