

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

دبي
Knowledge المعرفة

Inspection Report 2018-2019

**Little Flowers English
school**

11 YEARS OF INSPECTIONS

Acceptable

Curriculum
CBSE



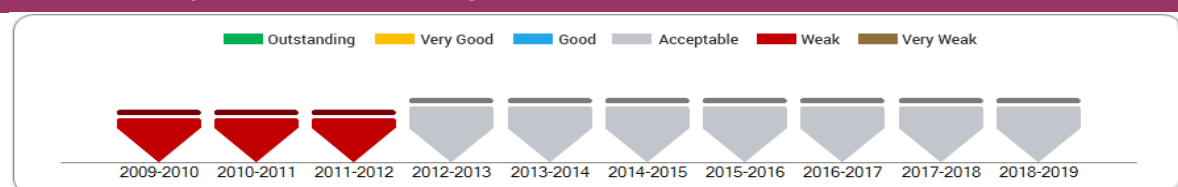
Contents

Contents.....	2
School Information.....	3
Summary of Inspection Findings 2018-2019.....	4
Overall School Performance	6
National Priorities.....	8
National Agenda Parameter.....	8
Reading Across the Curriculum.....	9
UAE Social Studies.....	9
Innovation.....	9
Main Inspection Report.....	10
The View of parents, teachers, and senior students	19

School Information

General Information	Location	Hor Al Anz
	Opening year of School	1984
	Website	http://www.littleflowersschool.ae
	Telephone	00971-4-2667620
	Principal	Abdullakutty Valappil
	Principal - Date appointed	10/10/2011
	Language of Instruction	English
	Inspection Dates:	22 to 24 October 2018
Students	Gender of students	Boys and girls
	Age range	4-12
	Grades or year groups	KG 1-Grade 6
	Number of students on roll	827
	Number of Emirati students	0
	Number of students of determination	42
	Largest nationality group of students	Indian
Teachers	Number of teachers	45
	Largest nationality group of teachers	Indian
	Number of teaching assistants	4
	Teacher-student ratio	1:18
	Number of guidance counsellors	1
	Teacher turnover	15%
Curriculum	Educational Permit/ License	Indian
	Main Curriculum	Centre Board of Secondary Education (CBSE)
	External Tests and Examinations	CBSE internal
	Accreditation	None
	National Agenda Benchmark Tests	ASSET

School Journey for Little Flowers English school



Summary of Inspection Findings 2018-2019

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

Students' Outcomes

- Students' attainment in most subjects is acceptable. Attainment in English is better in the KG where children also make good progress from their starting points. Students make good progress in their scientific knowledge and understanding in the primary and middle phases. Students' learning skills are improving but, in lessons, there is not enough emphasis on the development of critical thinking.
- Students' attitudes and behaviour are exemplary. Students are polite, well behaved and respectful of one another and the adults around them. Students regard the school as a safe place where they feel well supported. Almost all students demonstrate a good understanding of the UAE, its culture and values and can compare this to their own cultures, of which they are proud.

Provision for learners

- Teaching for effective learning is acceptable. It is less secure in the early primary classes where students are not always supported to do their best. Teachers know their subject matter and plan well. The school is beginning to analyse assessment data to support teaching. Class teachers are not yet confidently using this information well enough to plan and teach lessons that meet individual needs.
- The curriculum, is aligned with the CBSE is well blended with UAE curriculum requirements. It provides opportunities for students to learn three languages. In the KG, there are additional activities to support learning skills. Planning for these is not fully embedded. Opportunities for students to follow their own interests or participate in entrepreneurial and enterprise activities are limited to special projects.
- The school provides a safe and caring environment. Policies to ensure health and safety are very effective, and are regularly reviewed to ensure safe practices. School medical staff prioritise the promotion of healthy lifestyles, including health education for parents. The school is successful in identifying students of determination. The identification and support for more able students is less effective.

Leadership and management

- The governing body and senior staff promote an inclusive ethos that upholds a caring environment. Self-evaluation processes are weak. These do not support leaders in accurately identifying key areas for improvement or implementing effective solutions. Partnerships with parents are positive and supportive. The use of technology is limited across the school. All available facilities and resources are well utilised.

What the School does Best:

- Students across the school demonstrate very good behaviour and attitudes to learning.
- The school has a strong inclusive ethos that stems from the teachers' and governors' loyalty and commitment to student success.
- A very high priority is placed on ensuring students' health, safety and wellbeing, including safeguarding.
- Parents are very supportive of the school and many attend school regularly to support their children's learning.

Key Recommendations:

- Ensure that school self-evaluation is based on accurate assessment data of students' achievement and that this information is used to create an improvement plan that has clearly identified and measurable targets.
- Make sure that class teachers make full use of assessment information to set achievable learning targets for all students, especially in mathematics.
- Improve lesson planning, especially in Kindergarten (KG), by ensuring that all plans:
 - have clear learning outcomes
 - take account of students' prior learning and
 - make the best use of the learning time and resources available.
- Ensure that the governing body holds the principal to account for the school's performance and provides senior and middle leaders with the training needed for them to drive improvement.

Overall School Performance

Acceptable

1. Students' Achievement

		KG	Primary	Middle
 Islamic Education	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable
 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	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable
 English	Attainment	Good ↑	Acceptable	Acceptable ↓
	Progress	Good ↑	Acceptable	Acceptable ↓
 Mathematics	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Acceptable ↓	Acceptable	Acceptable ↓
 Science	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Good	Good
		KG	Primary	Middle
Learning skills		Acceptable	Acceptable	Acceptable ↓

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

	KG	Primary	Middle
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	Good	Good	Good

3. Teaching and assessment

	KG	Primary	Middle
Teaching for effective learning	Acceptable	Acceptable	Acceptable ↓
Assessment	Acceptable	Acceptable	Acceptable

4. Curriculum

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

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

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

6. Leadership and management

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

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

- Students achieved their targets in TIMSS tests in 2015 in both mathematics and science. Progression in National Agenda benchmark assessments is very weak for English and mathematics, and acceptable for science. However, the school changed its benchmark test and this is the first online test that students have experienced. Student achievement in relation to potential is very good in English, good in science and acceptable in mathematics.

Impact Of Leadership

is below expectations

- The leadership team is committed to the vision and goals of the National Agenda (N.A). Their NA action plan is not monitored closely enough with recorded regular reviews of progress. Internal assessment techniques are being put in place to address any weaknesses and enhance student performance. School leaders have yet to develop their understanding of CAT4 as a predictor of student performance.

Impact Of Learning

is below expectations

- The school is beginning to actively promote in students, skills of enquiry and higher order thinking. The changing emphasis towards open-ended learning is beneficial to students in their acquisition and development of skills of critical thinking and problem solving. Few students have the opportunity to employ learning technologies effectively and creatively in research and individual project assignments.

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

For Development:

- Improve achievement rates in the current Grade 4 and 5 cohorts in mathematics.
- Improve outcomes in primary grades where underachievement occurs.
- Optimise opportunities for open-ended active learning to the fullest extent possible, with students as partners in their learning.

Reading Across the Curriculum

- Achievement in reading across the curriculum is at an early stage of development. The current assessments of students' reading levels are not standardised or analysed to identify trends.
- Students use a narrow range of reading strategies. Younger students learn phonics but do not use this knowledge of sounds and letters when encountering unfamiliar text.
- The library is small, accommodated at the back of the school hall and has a basic stock of books. Weekly timetabled library sessions are organised to motivate students to read.
- Leaders recognise the importance of reading and encourage a range of reading challenges. However they are not proactive in their planning or monitoring for improvement.

The schools provision, leading to raised outcomes in reading across the curriculum is Underdeveloped.

For Development:

- Use standardised reading assessments and track reading progress. Analyse reading data and share the information with all subject teachers, students and their parents.

UAE Social Studies

- The school has integrated the UAE social studies curriculum with CBSE requirements, matching key knowledge, skills and understanding.
- Students show keen interest and collaborate well during lessons. Through teachers' good questioning skills, they are able to make comparisons between different social contexts.
- In lessons and in their recent work, students attain levels that are broadly in line with the curriculum standards of UAE social studies.
- Most students make the expected progress in relation to their individual starting points and the UAE social studies curriculum standards

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

Innovation

- Learning skills are promoted through home-school competitions to solve real life problems. For example, the challenge to design and create a lighter school bag. These competitions are only taken up by a few students.
- Students take pride in their school environment and use recycling initiatives such as the water bottle garden to demonstrate their social responsibility.
- Innovation is not a regular feature of classroom lessons. Critical thinking and problem-solving skills are promoted in a few science and social studies lessons.
- Extra-curricular activities focus on innovation and provide opportunities for student-led problem solving. Enterprise skills and entrepreneurial opportunities are well planned as part of these clubs.
- Senior leaders demonstrate a commitment to developing a culture of innovation through competitions. A minority of students are able to access the opportunities as these are held out of school time.

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

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- Students have appropriate knowledge of the main teachings of Islam, including the five pillars of Islam. In the middle phase, a minority are unable to distinguish between more complex aspects of rituals, such as the difference between Umra and Hajj.
- In the primary and middle phases, the majority of students encounter difficulties with the pronunciation of specific Arabic letters, which leads to changing the meaning of the text. Reading of the Holy Qur'an, with Tajweed skills, is limited.
- The recent emphasis on recitation skills is not showing improvement in students' recitation of verses. This is largely due to the lack of exposure to accurate spoken Arabic. Students know what is expected but are unable to replicate this accurately.

For Development:

- Improve students' Arabic intonation so they can improve their Tajweed skills.

Arabic as an Additional Language

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

- Internal assessments show students attaining above curriculum expectations. Work in lessons and books is in line with expectations. The majority of students make acceptable progress from their starting points.
- Most students demonstrate appropriate listening skills. They are able to listen to teachers' instructions and follow them. The use of English is prevalent in Arabic lessons. Consequently, without the appropriate modelling, students are less confident and accurate in their speaking skills.
- Writing skills in Arabic are limited to single words and short sentences. There are too few opportunities, particularly in the primary phase, for students to write to share their viewpoint or write creatively.

For Development:

- Provide opportunities for students to make presentations to rehearse their speaking skills

English

	KG	Primary	Middle
Attainment	Good ↑	Acceptable	Acceptable ↓
Progress	Good ↑	Acceptable	Acceptable ↓

- In KG children make faster progress. Most children rapidly learn English as an additional language and by KG2 the reading and writing skills of the majority exceed the expected standards.
- Listening and speaking skills are relative strengths, while writing is the least developed aspect of literacy. Most students use the expected standard of spelling, punctuation and grammar but vocabulary is more restricted. There are too few opportunities for students to write creatively.
- The development of reading skills has been a recent area of focus. The range of students' reading strategies is increasing, and comprehension skills are improving, especially in KG.

For Development:

- Improve the quality of writing and provide students with more opportunities to write for real purposes.

Mathematics

	KG	Primary	Middle
Attainment	Acceptable	Acceptable	Acceptable
Progress	Acceptable ↓	Acceptable	Acceptable ↓

- Children in KG continue to achieve age related expectations. In the primary and middle phases, students' attainment remains acceptable overall but shows a downward trend with very low results in external benchmark tests. International benchmarking tests show progress is broadly consistent with expectations.
- Students in the middle school are performing at a low international benchmark. They recognise parallel and perpendicular lines, familiar geometric shapes and coordinate maps. The majority has yet to develop age appropriate knowledge and understanding in geometry, measurement, data handling or mental calculations.
- Students in the primary phase are hampered by the inconsistent acquisition of skills of analysis, evaluation, judgement and improvement strategy. Students are not provided with enough clear feedback on the extent to which their performance matches their potential.

For Development:

- Provide focused feedback to those students identified as not meeting their CAT4 projections with a negotiated intervention plan to remedy deficits.

Science

	KG	Primary	Middle
Attainment	Acceptable	Acceptable	Acceptable
Progress	Acceptable	Good	Good

- In the best lessons observed in Kindergarten, children undertake investigations and record observations on topics such as how substances dissolve in water. Changes in approaches to teaching in primary and middle are starting to result in some improvements in progress.
- Opportunities to develop critical thinking and investigative skills are slowly emerging. Use of assessment data does not yet enable teachers to set ambitious targets for students or support them in improving scientific knowledge or developing their practical skills.
- Students are keen learners who enjoy positive relationships with teachers. They have access to a range of extra-curricular activities, such as science club, which is beginning to provide opportunities for the development of scientific enquiry, research and analysis skills.

For Development:

- Improve teaching, so that all teachers can deliver high quality lessons that make best use of available assessment data to inform planning and lesson delivery.

Learning Skills

	KG	Primary	Middle
Learning skills	Acceptable	Acceptable	Acceptable ↓

- Most students demonstrate positive attitudes towards learning and readily engage in learning activities. Students' wider skills' development is hampered through the lack of opportunities to take responsibility for their own learning. Students receive limited written feedback from teachers on how to improve.
- Students cooperate and communicate well in pairs and in small groups. When given the opportunity they are able to collaborate productively and make short presentations and share their ideas, particularly in social studies. However, this is inconsistent across different subjects.
- Students make good connections between their learning and their understanding of the world. Students relate their knowledge and understanding of the UAE culture to their own home countries. Grade 1 students confidently compare the khubus and gahwa with chapati and coffee.

For Development:

- Provide more opportunities for students to conduct research, think critically and develop opportunities for innovation across all phases

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

	KG	Primary	Middle
Personal development	Very good ↑	Very good ↑	Very good

- Students demonstrate very positive and responsible attitudes towards one another and towards their learning. Behaviour is exemplary and most students are keen to support others with their work and around the school. This is less consistent across lower primary classes.
- Students are polite and respectful, and feel safe within the school. Relationships between students and teachers are mutually respectful. Attendance is good and the majority of students are punctual in arriving to school and for lessons.
- There is strong commitment by students to follow a safe and healthy lifestyle. Students, particularly those in leadership positions, have a strong sense of personal responsibility and commitment to the school ethos. Older students are good role models for younger students.

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

- Most students show a good understanding of Islamic values and the values that influence UAE culture and traditions. This understanding and appreciation is demonstrated across the school day, particularly in daily assemblies and during Islamic education lessons.
- In social studies lessons, students demonstrate a deep understanding of their own home culture and how this compares and contrasts with Emirati culture and traditions. They show appreciation and respect for both. Students' knowledge of wider world cultures is more limited.
- A large majority of students have a good understanding of Emirati rituals and cultural traditions through participating in whole school and national events. They are able to speak knowledgeably about its leaders, its history and the architecture that makes the UAE famous.

	KG	Primary	Middle
Social responsibility and innovation skills	Good	Good	Good

- Students across the school willingly participate in a range of activities that have a positive effect on their school. They also contribute to the wider community. Some students initiate activities, such as raising funds for worldwide disaster struck areas, such as Kerala.
- There are regular planned opportunities for students to develop entrepreneurial skills. They routinely raise money for charity by selling products they have made. Members of the innovation and science clubs generate some original and creative solutions to problems.
- Students have a growing awareness of environmental issues. In KG, children learn about 'beating plastic pollution'. Across the school students participate in 'zero wastage days' and older students join other schools in clearing up beaches and other public spaces

For Development:

- Support students in lower primary to achieve the same standards of behaviour as elsewhere in the school.
- Provide a greater knowledge and awareness in lessons, of wider world cultures.
- Provide more opportunities for students to initiate and manage personal interest projects that further develop their enterprise and social responsibility skills.

3. Teaching and assessment

	KG	Primary	Middle
Teaching for effective learning	Acceptable	Acceptable	Acceptable ↓

- There is some good practice in KG, but also inconsistency in planning across different activities and subjects. In the primary and middle phases, teaching is more effective in science than English and mathematics. Classroom management is more effective in the upper primary grades than in the lower grades.
- Teachers are in the early stages of using assessment data to plan work that is matched to students' needs and to adapt their teaching strategies. They lack understanding of how to make the best possible use of this data.
- Most teachers make effective use of available resources to engage students in their learning. In the most lessons appropriately challenging work helps raise students' attainment and rates of progress. There is inconsistency in the extent to which work is matched to students' abilities.

	KG	Primary	Middle
Assessment	Acceptable	Acceptable	Acceptable

- Some improvements in internal assessment processes across the school are beginning to ensure more accurate information from the available data. School leaders are focused on ensuring that data are increasingly reliable and that there is closer alignment of internal and external assessments.
- School review has yet to lead to the successful development and adaption of the curriculum. As yet, the use of assessment guides to ensure work matched to students' abilities is not consistent across subjects or grades.
- Teachers are starting to use assessments of students' cognitive abilities to identify individual learning styles. School leaders have yet to decide how best to use this information to ensure that all students' performance reflects their potential.

For Development:

- Ensure consistent accurate use of data by all teachers and improve alignment of learning programmes to student needs. Ensure that both teachers and students are able to provide meaningful, diagnostic comments in their assessment dialogues.

4. Curriculum

	KG	Primary	Middle
Curriculum design and implementation	Acceptable	Acceptable	Acceptable

- The curriculum has a clear rationale. The school follows a thematic approach in KG, based on the Early Years Foundation Stage and the CBSE learning outcomes. It is focussed on developing students' knowledge, skills and understanding.
- Continuity and progression are well planned to ensure smooth transition from one phase to the next, particularly in the middle phase, when students leave the school to continue their education. Students have a choice of three languages: Hindi, Urdu and Malayalam.
- Cross curricular links are evident but are inconsistent across subjects. The school reviews the curriculum twice a year to accommodate any changes that may be required as a result of the analysis of external benchmarking assessments.

	KG	Primary	Middle
Curriculum adaptation	Acceptable	Acceptable	Acceptable

- The school has begun to adapt the curriculum in English and mathematics to meet the different needs of students more effectively, including those who are more able. However, these have not yet been implemented in lessons or across all subjects.
- Planned opportunities for enterprise and innovation are inconsistent. Students engage in some entrepreneurial projects, usually as part of their extracurricular activities. They develop their higher order thinking skills through homework research assignments that involve problem solving and critical thinking.
- The school's focus on planning for students' different abilities in every lesson has had limited impact. Whilst most teachers have access to assessment data and their lesson planning identifies three levels of difficulty, the implementation of plans is inconsistent across subjects and phases.
- Arabic is taught across KG for 30 minutes each week. The school also provide Islamic education in KG2 classes for 30 minutes each week.

For Development:

- Ensure teachers have accessible information about students' abilities so that they can plan and deliver a curriculum that is appropriately adapted to individual needs.

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

	KG	Primary	Middle
Health and safety, including arrangements for child protection / safeguarding	Very good ↑	Very good ↑	Very good ↑

- The school has very effective policies and procedures for the care of students, including child protection, and is very effective in protecting children from all forms of abuse. Parents are confident that their children are safe in school.
- The school environment is safe, secure and hygienic. Staff work very hard and effectively to promote safe and healthy living. The supervision of students is efficient and effective at all times, including when on buses.
- The school doctor and health team are very active in the school in developing an understanding of the need for a healthy lifestyle. This is evident in the range of initiatives introduced, which includes organising health education classes for parents.

	KG	Primary	Middle
Care and support	Good	Good	Good

- Across all phases, students are respectful and courteous to staff and to each other. The counsellor and staff involve parents in supporting students to manage their behaviour and personal wellbeing. They address any concerns promptly and provide helpful support and advice.
- Procedures for identifying students of determination and providing a range of specialist support for targeted students are developing well. The identification and support of more able students is at an early stage. Consequently, these students make less progress than they are capable of making.
- The school offers individual counselling and personal support for students in important areas such as cyber safety and healthy life styles. Students and parents are well supported to make a successful transition to the secondary phase through close collaboration with local schools.

For Development:

- Ensure that students who have gifts and talents are accurately identified using assessment data and suitably challenged in lessons.

Inclusion of students of determination

Provision and outcomes for students of determination

Acceptable

- All members of the school's inclusion team, including the governor for inclusion and the inclusion champion, are strongly committed to developing an inclusive ethos across the school community. The school has plans to train staff and monitor, more rigorously, how well they meet students, needs.
- The school is improving its approaches to identifying students of determination across all phases through careful assessment and monitoring of their needs. This is helping staff to be more aware of students' learning and medical needs, and to provide them with suitable individual education plans (IEPs).
- Parents are very positive about how the school involves them in supporting their children's learning. They feel confident in approaching the inclusion team with any concerns and welcome the regular reviews of their children's progress, and the opportunity to share their views.
- Students of determination benefit from individual and small group support from skilled specialist staff. In lessons, the majority of teachers take sufficient account of students' IEP targets when planning learning. Tasks and support are routinely well matched to students' needs.
- Students of determination are making acceptable progress in English, mathematics and science. The school is improving the way it uses data to track students' progress.

For Development:

- Develop teachers' knowledge and understanding of appropriate classroom strategies to support students of determination and monitor their progress more rigorously.

6. Leadership and management

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

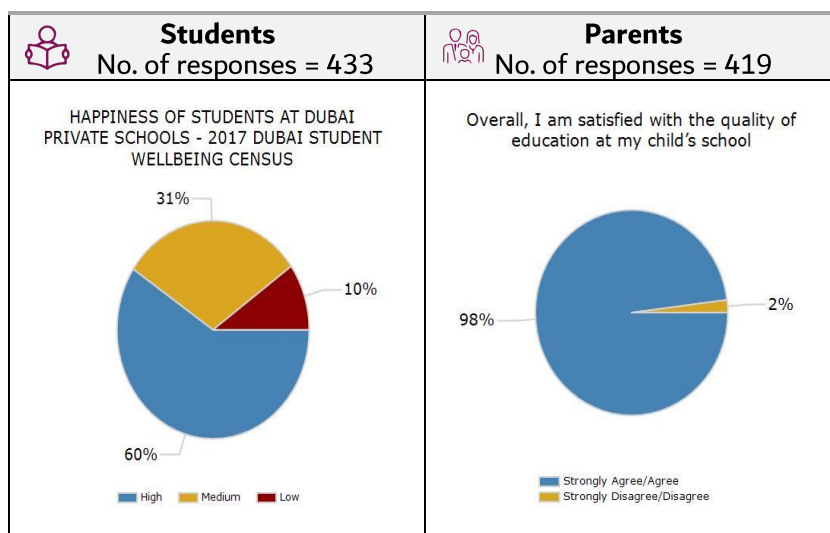
- Senior leaders have created a caring ethos and provide a sense of direction for the staff. Whilst leaders understand that there are further improvements to be made, not all senior and middle leaders have a clear understanding of best practice in teaching, learning and assessment. They are not always successful ensuring that initiatives have a positive impact on students' learning.
- The school collects a wide range of assessment information to support its self-evaluation. However, leaders are unclear how to use this information to guide action planning. As a result, plans do not identify detailed actions or clear and measurable goals. The implementation of plans is not monitored rigorously enough to identify how successful initiatives have been or how to adapt their plans for further success.
- Parents are supportive of the school and actively involved in their children's learning and school activities. They are welcomed into lessons by teachers and students alike. Weekly newsletters share the topics that will be covered the following week, so that parents can support learning at home. Regular conferences keep parents informed about children's progress. Community partnerships, including those with other schools are strong.
- Governors demonstrate a strong commitment to building an inclusive community where everyone is cared for. Stakeholders are fully represented on the governing body. Governors are too reliant on senior leaders' reports of the school's performance, which are not always accurate. Governors do not hold senior leaders sufficiently accountable for the school's performance.
- The school operates efficiently on a day-to-day basis. The majority of staff are well qualified. Teachers do not have adequate access to targeted training to help them increase the pace of students' learning. The premises and facilities provide a clean learning environment. Limited specialist facilities and resources, such as learning technology and appropriate reading materials, hinder students' independent learning experiences.

For Development:

- Improve the accuracy of self-evaluation and use the information to identify the correct priorities that will impact positively on students' learning.
- Ensure governors hold the principal more rigorously to account for students' outcomes and provide external training and professional development for staff.

The Views of parents and students.

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



 Students	Analyses of the well-being survey show that students had similar or higher levels of well-being compared with other students in Dubai. Highest responses were for school belonging, feeling connected with adults in school, feeling safe and being positive about their academic achievements. Lower levels of responses were for worries and anxiety. Compared with girls, boys' responses were often lower for emotional items.
 Parents	Similar to the inspection findings, survey responses indicated parents are very positive about the school and their involvement, the level of safety, support for learning, inclusiveness and their children's friendships. Most parents believe well-being and academic success are both equally important. In the survey, parents were less positive about their children having a close relationship with a teacher.

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