

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

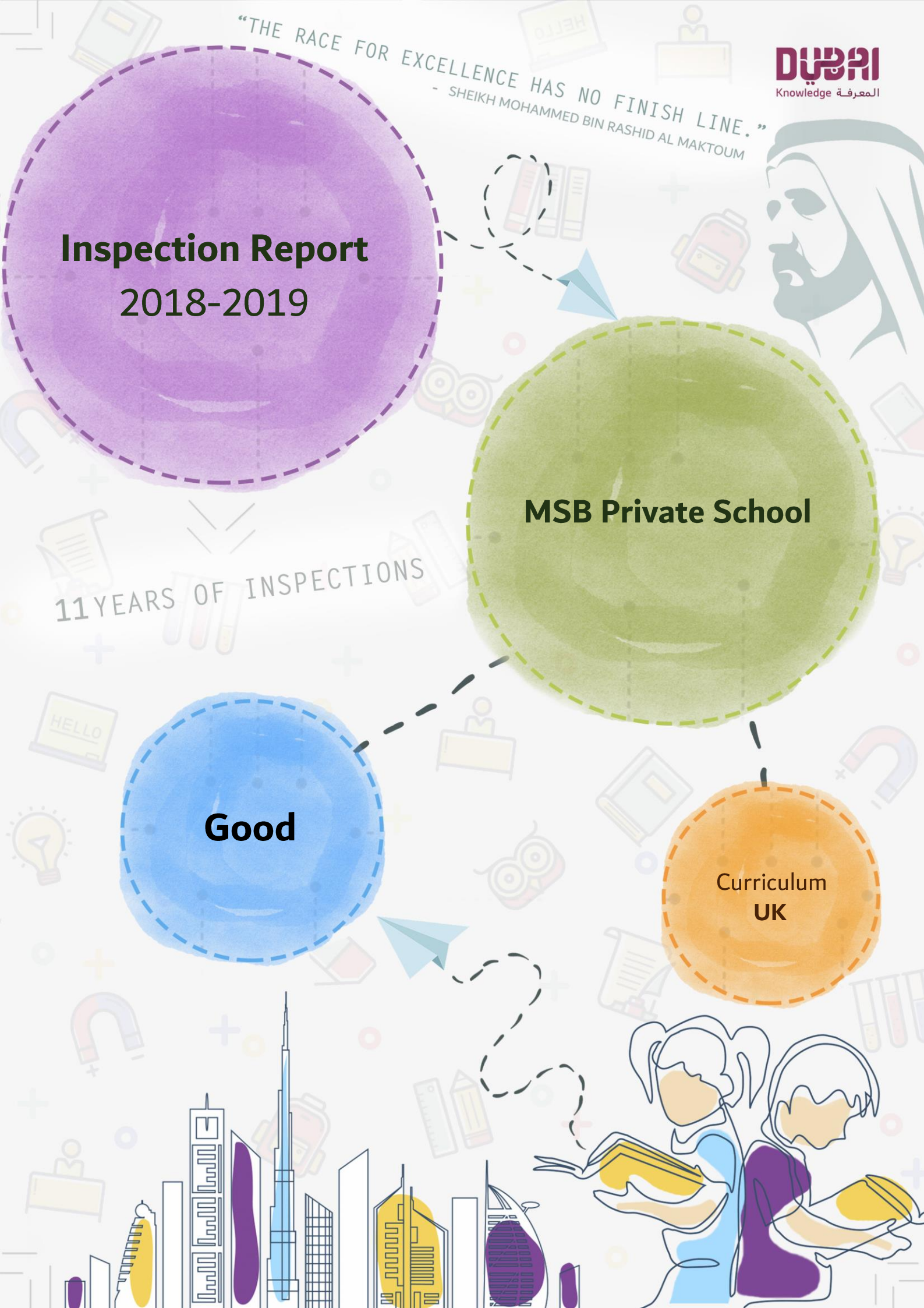
Inspection Report 2018-2019

MSB Private School

11 YEARS OF INSPECTIONS

Good

Curriculum
UK



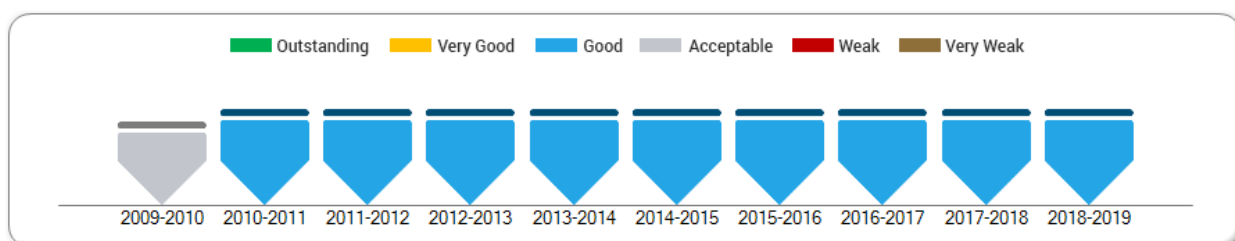
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School Information

General Information	Location	Al Nahda
	Opening year of School	1985
	Website	www.msbdubai.com
	Telephone	00971-4-2677100
	Principal	Zahabiya Juzer Moiz
	Principal - Date appointed	8/1/2016
	Language of Instruction	English
	Inspection Dates:	19 to 21 November 2018
Students	Gender of students	Boys and girls
	Age range	3 to 16
	Grades or year groups	Year 1 to Year 11
	Number of students on roll	792
	Number of Emirati students	0
	Number of students of determination	33
	Largest nationality group of students	Indian
Teachers	Number of teachers	69
	Largest nationality group of teachers	Indian
	Number of teaching assistants	18
	Teacher-student ratio	1:11
	Number of guidance counsellors	1
	Teacher turnover	22
Curriculum	Educational Permit/ License	UK
	Main Curriculum	UK
	External Tests and Examinations	IGCSE
	Accreditation	Cambridge
	National Agenda Benchmark Tests	GL, ISA

School Journey for MSB Private School



Summary of Inspection Findings 2018-2019

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

Students' Outcomes

- The school maintains high levels of students' attainment in the National Agenda Parameter and in international examinations in mathematics and science. Improvements in the teaching of literacy skills are raising standards in English close to those in other core subjects. Students collaborate well in lessons. They are developing a range of learning skills, particularly in the FS and secondary phase.
- Students' very positive attitudes to school and to others, their very well developed understanding of Islamic values and UAE heritage, and their care for the community and the environment, all make a significant contribution to their academic achievement and to their understanding of what it is to be good citizens.

Provision for learners

- Teachers generally have very good subject knowledge, and most make effective use of assessment information to plan a variety of interesting lessons and encourage a wide range of student-led projects. In some lessons, particularly in the FS and primary phase, they do not allow sufficient time for student-led investigation and problem-solving, and do not always challenge the more able students.
- The curriculum is very well designed to meet the needs of students. It is reviewed in response to regular analyses of data, and adapted to take account of the national priorities.
- The school provides a very safe, caring and innovative environment for students to flourish. The new school building promotes a culture of Islamic values combined with progressive educational thinking.

Leadership and management

- The principal has fostered very good leadership skills at all levels. All leaders share an inclusive vision for the school and show very good capacity to improve. They use their outstanding relationships with parents to plan jointly for future developments. The school runs smoothly and efficiently on a day-to-day basis. Leaders have very good processes to evaluate whole-school provision, especially in analysing data on students' outcomes. However, leaders and governors do not have a wholly accurate view of the quality of teaching in the FS and primary phase.

What the School does Best:

- Students' high attainment in mathematics and science
- The very effective leadership
- The personal and social development of students and their appreciation of the role and values of Islam in UAE society
- The highly successful partnerships with parents and the community
- The rigorous analysis of students' performance and the subsequent modification of curricular provision.

Key Recommendations:

- Improve teaching in the Foundation Stage and in the primary phase to meet the needs of all students, especially by improving their independent learning skills.
- Use the momentum for innovative and progressive thinking in the school to challenge those students with gifts and talents and higher attainment potential to achieve greater things.

Overall School Performance

Good

1. Students' Achievement

		Foundation Stage	Primary	Secondary
 Islamic Education	Attainment	Not applicable	Good	Good
	Progress	Not applicable	Good	Very good ↑
 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	Good	Good
	Progress	Not applicable	Good	Good
 English	Attainment	Good	Good	Very good
	Progress	Good	Very good ↑	Very good
 Mathematics	Attainment	Very good	Very good	Very good
	Progress	Good	Very good	Very good
 Science	Attainment	Very good	Very good	Very good
	Progress	Very good	Very good	Very good
		Foundation Stage	Primary	Secondary
Learning skills		Very good	Good	Very good ↑

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

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

3. Teaching and assessment

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Good	Good	Very good ↑
Assessment	Very good	Very good	Very good

4. Curriculum

	Foundation Stage	Primary	Secondary
Curriculum design and implementation	Very good	Very good	Very good
Curriculum adaptation	Very good	Very good	Very good

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

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

6. Leadership and management

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

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

National Priorities

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets.

The following section focuses on the success of the school in meeting the National Agenda Parameter targets:

Registration requirements

The school meets the registration requirements for the National Agenda Parameter (N.A.P.)

School's Progression in International Assessments

is above expectations.

- Between 2011 and 2015, students' scores on TIMSS tests for mathematics and science were outstanding. They increased significantly and exceeded targets. PISA scores increased between 2012 and 2015 in mathematics, science and reading, and exceeded targets in mathematics. In English, students' achievement in relation to their potential, as measured in cognitive ability tests (CAT4), is very good at primary, acceptable at secondary and good overall. This aspect of achievement is outstanding in mathematics in both phases. In science, this aspect is outstanding in primary, very good in secondary and very good overall. Students' progress in relation to N.A.P. tests is acceptable in English and outstanding in mathematics and science.

Impact of Leadership

is above expectations.

- Senior leaders are very committed to implementing the UAE National Agenda. They have implemented an appropriate action plan to address gaps in students' attainment in external benchmark tests. They have successfully modified the curriculum by placing more emphasis on topics in which students did not excel, and added other topics to fill gaps.

Impact of Learning

meets expectations.

- With senior leaders, staff are working to improve their teaching approaches and develop students' learning skills more effectively. They have had some success in this, although the development of skills in independent learning, investigation and research has been slower. Teachers are increasingly using CAT4 data to plan to meet the needs of all students, but this is not consistent in all lessons.

Overall, the school's progression to achieve the UAE National Agenda targets is above expectations.

For Development:

- Improve the consistency of teaching in English to bring students' progress and attainment into line with achievement in mathematics and science.
- Focus on developing students' skills in independent learning and investigation, including the use of technology to improve research skills.

Reading Across the Curriculum

- The school has implemented a range of initiatives to develop students' reading skills. These have a positive impact on improving attainment levels in English and in other subjects.
- From a low base in English literacy skills in the FS, most children make accelerated progress in learning and in adopting appropriate reading strategies. By the end of the secondary phase, most are proficient and critical readers.
- Students value the school library and borrow books on a regular basis. They are avid readers and read for pleasure and information to support their leisure and learning.
- The school's strong commitment to the development of reading across the curriculum is evident in students' very good achievement levels in English, mathematics and science when they complete their final year in the school.

The school's implementation of reading across the curriculum is meeting expectations.

For Development:

- Provide more opportunities for students to read a wider variety of reading materials from different genres.

UAE Social Studies

- The curriculum is well planned from Year 2 to Year 10 and delivered in English. In addition to discrete lessons, there is an integrated approach which links developments in the UAE, for example, in tourism.
- Learning skills are developing, particularly in secondary phase research projects. Work is integrated and enhanced, for example, by visits to the Burj Khalifa to link it with the text 'flashes of thought'.
- Attainment outcomes in social studies are high, especially for secondary students, as they engage in discussion and debate about current topics affecting the UAE and the wider world.
- Progress is stronger for secondary students. Students in the primary phase are not as consistently engaged in sessions, and so opportunities for further learning are missed.

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

Innovation

- Students are more actively involved in critical thinking and reflective learning when they have the freedom to think for themselves. This is especially the case when they use their own technological devices.
- Through the innovation club and a number of whole-school themed events, students are becoming more socially responsible. Involvement in Fairtrade and world food projects promotes their inquisitiveness and social awareness.
- Teachers have modified their lesson plans, and the delivery of lessons, to promote the culture of innovation across the school. Critical thinking and problem-solving are becoming common features of most lessons.
- Classroom and extra-curricular activities provide exciting opportunities to gain insights into environmental sustainability. The curriculum development group and science, technology, engineering, arts and mathematics (STEAM) activities focus on themes of social responsibility, innovation and entrepreneurship.
- School leaders are instrumental in developing a culture of innovation and providing an abundance of student-directed thematic projects, such as an open day for parents to consider the UAE's vision for sustainability.

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

Main Inspection Report

1. Students' Achievement

Islamic Education

	Foundation Stage	Primary	Secondary
Attainment	Not applicable	Good	Good
Progress	Not applicable	Good	Very good ↑

- The majority of students in the primary phase, and most students in the secondary phase, make better than expected progress in their knowledge and understanding of Islam. In the primary phase, teaching sometimes restricts students' ability to become confident, independent learners. Students in the secondary phase make strongest progress when exposed to a wide range of Arabic language, such as when researching scientific technology in the UAE.
- Throughout all phases, Tajweed skills are underdeveloped, but almost all students have a good understanding of generic Islamic teaching. In the primary phase, students' knowledge of the Sunnah is underdeveloped.
- Older students demonstrate progress in analysing scientific Qura'nic verses and in relating them to real-life situations. They are also able to give meaningful explanations of the Islamic verses that they read.

For Development:

- Improve the rates of progress in the primary phase by improving students' learning skills.

Arabic as an Additional Language

	Foundation Stage	Primary	Secondary
Attainment	Not applicable	Good	Good
Progress	Not applicable	Good	Good

- Levels of achievement are stronger in all aspects of Arabic in the secondary phase. Students use appropriately complex sentences and unfamiliar words confidently when speaking. Older students also write and speak at length when required to make presentations.
- Students' listening and comprehension skills are strong features of learning across both phases. They understand teacher presentations and confidently respond to questioning. They show good comprehension skills when presenting analyses of what they have read.
- In writing, improving levels of presentation and grammatical skills are a feature of students' attainment throughout the school. Students accurately form letters and have good spelling skills. In the primary phase, they can produce short paragraphs describing their holidays. Older students can complete more extended writing tasks involving unfamiliar topics.

For Development:

- Increase the level of challenge for students in the primary phase, especially the more able, to improve their speaking and independent writing skills.

English

	Foundation Stage	Primary	Secondary
Attainment	Good	Good	Very good
Progress	Good	Very good ↑	Very good

- In external assessments, attainment levels are significantly higher in the secondary phase than elsewhere. This is a continuing trend of attainment in English between year groups and over time. New initiatives in teaching and learning are beginning to empower students to apply newly acquired knowledge to real world contexts, thereby raising standards in English.
- In the FS, the majority of children make better than expected progress in developing literacy skills from low starting points. In the other phases, students make strong gains in the development of the appropriate literacy skills, due to the emphasis given to improving their higher-order thinking and research skills.
- Reading and problem-solving are features of almost all lessons. These activities are extending students' vocabulary and its use in writing and speaking tasks. Students with gifts and talents, and the more able students, are not provided with appropriate challenges in order to fulfil their potential.

For Development:

- Provide more structured opportunities for students to apply their knowledge and skills, particularly in the FS, and especially to stretch the more able and those with gifts and talents.

Mathematics

	Foundation Stage	Primary	Secondary
Attainment	Very good	Very good	Very good
Progress	Good	Very good	Very good

- A large majority of students in the primary and secondary phases make better than expected progress. They achieve very positive results in tests, especially at the secondary phase, where the International General Certificate of Secondary Education (IGCSE) results for the small number of students are outstanding. Children in the FS enter school with a well-developed mathematical knowledge, but are not provided with sufficient challenge. Consequently, only a majority of them make better than expected progress from their starting points.
- FS children have strong numeracy skills. Their understanding of three-dimensional shapes is less well-developed. In the other phases, accuracy in calculation and algebraic manipulation are real strengths. Skills in tackling problems that require extended mathematical reasoning are less secure.
- The department provides motivating class projects and activities in open days. However, students' do not have sufficient opportunities in day-to-day lessons to develop their problem-solving and investigation skills.

For Development:

- Challenge children in FS more consistently to develop their understanding of three-dimensional shapes through hands-on experiences.
- Increase the opportunities for students to tackle mathematical investigations and problems that require extended reasoning.

Science

	Foundation Stage	Primary	Secondary
Attainment	Very good	Very good	Very good
Progress	Very good	Very good	Very good

- Most students have strong subject knowledge and use it very well to investigate independently and to research topics. They have a very good start to their scientific experiences in the FS, where they explore and investigate why things happen in the natural world.
- At the end of the primary and secondary phases, students perform very well in examinations. However, individual achievement is inconsistent in some lower primary classes. Teachers do not consistently provide enough challenge, and learning does not always build on students' prior knowledge.
- When students have opportunities to test out hypotheses and analyse results before reaching conclusions, their motivation and achievement are better. In the FS, children do not have sufficient opportunity to extend their scientific skills by selecting resources for themselves.

For Development:

- Improve achievement in the lower classes by allowing more time for independent, practical investigations, research and problem-solving.

Learning Skills

	Foundation Stage	Primary	Secondary
Learning skills	Very good	Good	Very good ↑

- Students are keen and enthusiastic learners who are prepared to take responsibility when given clear instructions. In the primary phase, students do not always have the opportunity to develop their independent learning skills because teachers direct them too much. In addition, some students lack the confidence to practise their Arabic in front of their peers.
- Students work well together in pairs or in groups. They share ideas and solve problems together, discussing topics or results from investigations. In the FS, children's learning accelerates when they are involved in free-flow activities and have opportunities to select from a range of resources and initiate their own play.
- Students use enquiry skills very well. They know how to hypothesise and make predictions. Critical thinking is a developing feature of a majority of lessons where there are good links between literacy and numeracy skills. The use of technology is a developing feature, but is very well used when students use their own technological devices.

For Development:

- Extend the critical thinking and problem-solving skills of students in the primary phase by allowing more time for student-led investigation and problem-solving.

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

	Foundation Stage	Primary	Secondary
Personal development	Very good	Very good	Outstanding ↑

- Students show exemplary self-reliance as they move through the school. They have positive attitudes towards their learning. The growth of student-led projects in the primary and secondary phases is further increasing their love of learning.
- Almost all students behave very well. They have very positive relationships with one another and are very respectful towards all adults. The school promotes a healthy lifestyle and healthy choices at every opportunity, and students respond positively.
- Attendance is very good, indicating students' enjoyment of learning and their attitudes towards school and their teachers. The school day runs efficiently due, in no small part, to students' punctuality and positive behaviour outside class.

	Foundation Stage	Primary	Secondary
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Very good	Very good

- Written work and an array of displays show that students of all ages have a strong understanding of Islamic values and how they inform the everyday life of a good Muslim. Students have a very good awareness of world cultures.
- Students have a sound appreciation and understanding of UAE culture and heritage. They are very knowledgeable about Emirati rituals and traditions as shown in their conversations about their daily activities. They are involved in many celebrations that improve their understanding.
- Students demonstrate a very positive awareness and appreciation of their own culture and spiritual values, as displayed in the many school activities that are related to their Indian heritage and background. Their knowledge of other cultures is more limited.

	Foundation Stage	Primary	Secondary
Social responsibility and innovation skills	Very good	Very good	Very good

- Students have a well-developed understanding of social responsibility. They willingly participate in a range of community-based events and projects. They have responded particularly well to increased opportunities for innovative projects outside the classroom.
- Almost all students have a positive work ethic. They respond well to others while engaged in group activities. Relationships are excellent. In a few lessons in the lower primary phase, students are not always given the opportunity to develop these personal and social skills.
- Older students manage environmental projects very well. They have strong concerns about environmental hazards. They take part in projects involving recycling and talk enthusiastically about Masdar city and its vision to produce clean energy.

For Development:

- Widen students' perspective of other cultural influences from around the world.

3. Teaching and assessment

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Good	Good	Very good ↑

- Teachers effectively apply their subject knowledge to make learning more meaningful, particularly in the secondary phase. The concept of children learning through play is developing well in the FS. Students find lessons most interesting when they work in groups to complete investigations, solve problems, and debate and discuss.
- Time, resources and a range of teaching strategies are used very well in most lessons. In some lower primary classes, teachers' time management is weak and they do not give students enough opportunities to find answers for themselves.
- High-level questioning that makes students think critically is a common feature of most lessons. In the better lessons, there are often additional challenges and problem-solving for those students who complete set tasks accurately and quickly.

	Foundation Stage	Primary	Secondary
Assessment	Very good	Very good	Very good

- Staff successfully implement the systematic arrangements for assessment. In the FS, teachers use appropriate standards, and are vigilant in observing and recording children's achievements. Internal assessment in the other phases is carried out accurately. Teachers know their students well and give them helpful advice on how to improve their work.
- Teachers effectively compare and align the results of internal assessments with those obtained in a wide range of external tests. They track students' progress very carefully, identify underachievement accurately, and organise successful interventions to provide support.
- Senior leaders monitor data closely. They analyse assessment data and use the information to improve the curriculum, teaching and learning. Teachers are increasingly taking account of CAT4 measures of students' potential to differentiate teaching approaches.

For Development:

- Improve the consistency of the use of CAT4 measures of potential to match teaching tasks, activities and resources to the learning needs of different groups of students.

4. Curriculum

	Foundation Stage	Primary	Secondary
Curriculum design and implementation	Very good	Very good	Very good

- The curriculum is fully aligned with the National Curriculum for England (NCfE) standards, and is suitably adapted to ensure full compliance with the UAE national priorities. It has a clear rationale and is appropriately balanced with a good range of subjects.
- Across all phases, the curriculum is well structured, provides continuity and facilitates students' progress and transition between key stages. The school provides a broad range of curricular and extra-curricular activities that nurture students' talents, interests and aspirations. Many of these activities are led by the students themselves.
- Data are now used more effectively during regular and thorough curriculum reviews. Leaders reflect on provision to meet the needs of all students. Cross-curricular and thematic links are a part of the school culture. Recent developments are focusing on reading, with a consequent improvement in reading skills across the curriculum.

	Foundation Stage	Primary	Secondary
Curriculum adaptation	Very good	Very good	Very good

- There are effective adaptations to meet the personal and academic needs of most students. Students of determination, and those identified as having gifts and talents, are provided with appropriate modifications to meet their needs. The FS curriculum offers a variety of positive learning experiences through themed activities.
- Students have opportunities in most subjects to develop their thinking and investigative skills. Most participate in activities that promote enterprise, innovation, creativity and social contribution. Extra-curricular activities enhance and support students' personal, social and physical development.
- The curriculum includes programmes and events that enable students to gain a very good understanding of the values, culture and heritage of the UAE. These are increasingly integrated across subjects, as well as within social studies and Islamic education lessons.

For Development:

- Provide more opportunities in lessons for students to make cross-curricular links and to apply their learning to the wider world.

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

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

- Thorough safety and child protection procedures are in place during the school day and on buses. All staff are aware of the child protection policy. The school has developed very effective systems to protect students from abuse, bullying and cyber-bullying.
- The school buildings are well maintained, and equipment is kept in an excellent condition. Assigned staff respond to and record all incidents and accidents. The new school building has a lift, increasing accessibility for students.
- The school effectively raises students' awareness of how to lead a safe and healthy lifestyle. It provides regular opportunities for students to improve their fitness levels. Healthy eating options are available in the school canteen.

	Foundation Stage	Primary	Secondary
Care and support	Very good	Very good ↑	Very good ↑

- Staff know their students well. Very positive relationships ensure that there is an atmosphere of mutual respect and co-operation across the school. Systems for managing behaviour are understood and implemented successfully.
- Accurate records and rigorous procedures promote and regulate very good attendance and punctuality. Arrangements to identify students of determination and those with gifts and talents are accurate. A new guidance counsellor supports and advises older students, including advice on their future career options.
- The very good overall quality of care and support enables most students to progress well in their academic and personal development. There remains inconsistency in the quality of support provided in some lessons for a minority of students.

For Development:

- Ensure greater consistency in the quality of support for students of determination and provide greater challenge for higher attaining students.

Inclusion of students of determination (Students of determination)

Provision and outcomes for students of determination

Good

- School leaders have a strong commitment to inclusive provision for students of determination. The experienced inclusion team is very well led by the special educational needs coordinator. Students also receive additional support from the knowledgeable inclusion governor.
- There are effective procedures to identify students of determination. A range of assessments and expert specialist advice are used to identify individual barriers to learning. The school also identifies a number of more able students and those with gifts and talents.
- Parents are very pleased with the quality of support for their children. Regular meetings involve parents fully in forming and reviewing agreed individual goals. Some parents would like the school to provide further information about the range of specific learning needs.
- Individual education plans (IEPs) are detailed and focused on identified and specific needs. Support staff and most teachers use these effectively to inform students' next steps in learning. Some IEPs require shorter and more focused timed goals to enable progress to be measured in order to plan next steps in learning.
- Most students make good progress. In a minority of lessons, progress is less evident when lesson plans do not contain sufficient detail or clarity about the support to be given. Progress is consistently high when students receive individual support from the inclusion team staff.

For Development:

- Improve the consistency of support for students of determination and ensure that all teachers refer to IEPs when planning the modifications necessary to meet specific needs.

6. Leadership and management

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

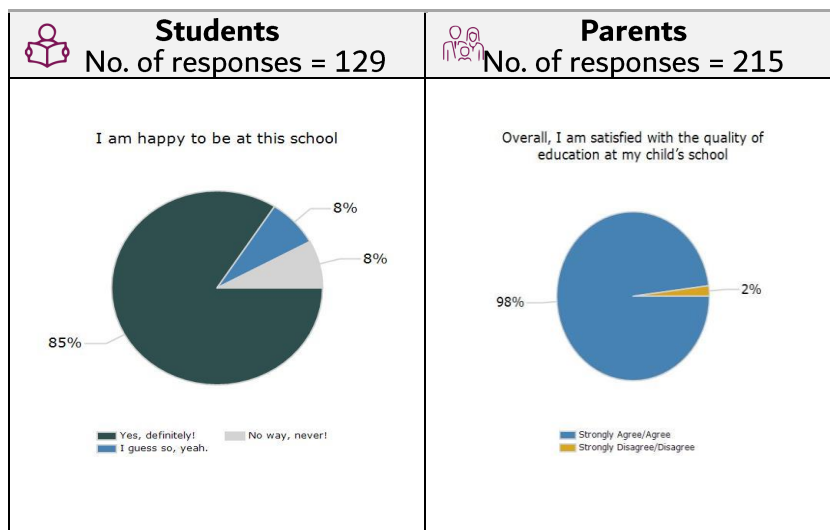
- The principal is highly successful in the pursuit of academic excellence. All planning reflects the school's vision of Islamic and universal values. The school distributes leadership very effectively. Teams meet regularly to discuss progress towards meeting their goals.
- Leaders have undertaken a rigorous evaluation of the school's strengths and weaknesses. Recent plans have brought about significant improvements in literacy and communication, and in developing students' learning skills. Leaders' evaluation of the quality of teaching is not sufficiently focused on addressing the development of all teachers, particularly those in the FS and primary phase.
- Parents contribute significantly to the life and ethos of the school and are highly supportive of its work. Effective systems are in place to ensure ongoing, high-quality communication. Parents receive regular reports on their children's progress and attainment in both internal and external assessments and examinations. The school and community benefit from extended partnerships and the contribution these make to students' development.
- The governing board includes wide representation of all members of the community with an interest in the school. Members are very knowledgeable of the context in which the school operates. This is shown in their project management of the new, community-built premises. The range of skills and expertise of board members enables them to support and guide school leadership appropriately. However, they are not sufficiently proactive in their appraisal of the school's performance, especially in their evaluation of the quality of teaching.
- The day-to-day management of the school is efficient and effective. Ongoing professional development targets school priorities, including student-centred learning. The school has ample, high-quality classroom accommodation, facilities and equipment. While resources are generally well deployed to address students' needs, they are not always used to provide students with higher levels of challenge in their learning experiences.

For Development:

- Implement more carefully devised plans to improve teaching in the FS and primary phase.
- Ensure that guidance to teachers on how to improve, includes the effective use of resources to enable students to realise their potential and meet the aims of the school.

The View of parents and students

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



 Students	Very high numbers of students are happy and optimistic about life in general, although slightly less positive when asked if they are worried about things. Similarly, high numbers have a strong sense of identity with the school, and positive self-esteem. Almost all say that they work hard at school. Their positive attitudes are linked to productive, positive friendship groups.
 Parents	Almost all parents indicate high levels of satisfaction with the school. They feel that students of determination are well supported within a welcoming and caring school, and that they are kept well informed. A minority of parents are concerned about the progress made in developing children's learning skills, and do not feel that teachers always know their children's strengths and weaknesses.

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