

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

Inspection Report 2018-2019

Russian International School

11 YEARS OF INSPECTIONS

Good

Curriculum
Russian



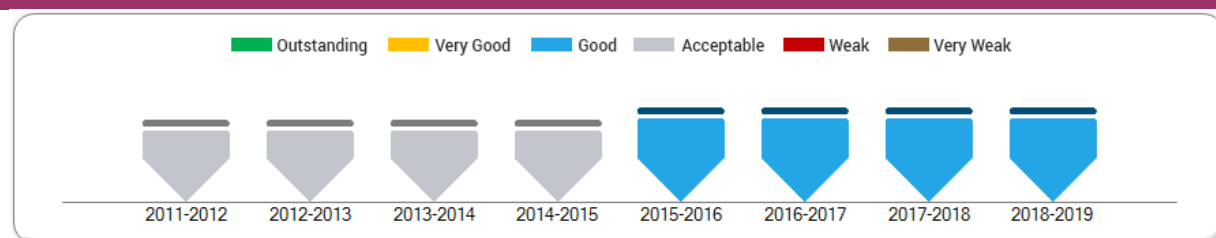
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School Information

General Information	Location	Muhaisnah 4
	Opening year of School	2006
	Website	www.dubairuschool.com
	Telephone	04 2641515
	Principal	Marina Khalikova
	Principal - Date appointed	3/8/2014
	Language of Instruction	Russian
	Inspection Dates:	10 to 12 December 2018
Students	Gender of students	Boys and girls
	Age range	4-18
	Grades or year groups	KG 1-Grade 11
	Number of students on roll	254
	Number of Emirati students	1
	Number of students of determination	9
	Largest nationality group of students	Russian
Teachers	Number of teachers	29
	Largest nationality group of teachers	Russian
	Number of teaching assistants	5
	Teacher-student ratio	1:9
	Number of guidance counsellors	9
	Teacher turnover	17
Curriculum	Educational Permit/ License	Russian
	Main Curriculum	Russian
	External Tests and Examinations	Volgograd Examination
	Accreditation	None
	National Agenda Benchmark Tests	Click here to enter text.

School Journey for Russian International 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

- Children's attainment in Russian, English, mathematics and science is good in Kindergarten. Across the school, in Russian language and literature, students' attainment remains good to outstanding. In the secondary phase, attainment in science is now very good, as is progress in mathematics. Attainment and progress in primary mathematics remain very good. Good attainment and progress in English is not yet matched in Islamic education or Arabic.
- Students' good to very good personal responsibility remains a strength of the school. In all phases, they demonstrate good knowledge and understanding of Islamic values, and of the history, culture and contemporary context of Dubai. Their very good social responsibility in the middle and secondary phases does not yet find similar opportunity for expression in Kindergarten and Primary.

Provision for learners

- Teaching is good from Kindergarten to the middle phase. It is very good in Secondary. From the primary to the secondary phase, teaching fosters very good learning skills. Teachers make good use of assessment information to reach a detailed understanding of students' strengths and learning needs. They do not yet use assessment information consistently or effectively to adapt lessons to meet the needs of all students.
- The good curriculum in Kindergarten now enables children to enjoy a more varied and active learning environment, both indoors and out. The curriculum in the primary phase remains good and prepares students well for the wider middle and secondary phase curricula. Teachers adapt the curriculum in the middle and secondary phases to meet almost all student needs and aspirations. Such adaptation is least effective in Kindergarten.
- Arrangements for students' health, safety, well-being, care and support remain good across the school. The school has involved students more actively in learning how to keep themselves safe in daily life, online, and in emergency situations. In the middle and secondary phases, the 'Career-oriented School' initiative extends students' access to advice on next steps beyond school.

Leadership and management

- Leaders share a clear vision for improving the school. They are committed to inclusive education, and support the educational priorities of the UAE and Dubai well. Since the last inspection, senior leaders have ensured curriculum improvement in Kindergarten. They have maintained good to outstanding student attainment in the majority of key subjects.

What the School does Best:

- Outcomes in Russian language and literature, science in the secondary phase, and students' well-developed learning skills
- Students' personal responsibility which contributes well to the school's purposeful learning environment
- Teaching in the secondary phase
- The well-designed curriculum and its adaptation to meet needs and aspirations, particularly in middle and secondary phases
- Clear-sighted, open and approachable leadership

Key Recommendations:

- Improve students' achievement in Islamic education and Arabic as an additional language by:
 - supporting subject leaders' curriculum planning particularly in the primary and middle phases
 - developing teachers' use of assessment to plan and deliver lessons that enthuse students and meet their learning needs more closely.
- Provide more opportunities for student leadership, enterprise and innovation in phases below middle and secondary.
- Improve curriculum adaptation to meet more closely the learning needs of all students in Kindergarten and in the primary phase.

Overall School Performance

Good

1. Students' Achievement

		KG	Primary	Middle	Secondary
 Islamic Education	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable ↓	Acceptable ↓
 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	Acceptable	Acceptable	Not applicable
 Language of instruction	Attainment	Good	Very good	Very good	Outstanding
	Progress	Good	Very good	Very good	Outstanding
 English	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
 Mathematics	Attainment	Good	Very good	Good	Good
	Progress	Good	Very good	Good	Very good
 Science	Attainment	Good	Good	Very good	Very good ↑
	Progress	Good	Good	Very good	Very good ↑

	KG	Primary	Middle	Secondary
Learning skills	Good	Very good	Very good	Very good

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

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

3. Teaching and assessment

	KG	Primary	Middle	Secondary
Teaching for effective learning	Good	Good	Good	Very good
Assessment	Good	Good	Good	Good

4. Curriculum

	KG	Primary	Middle	Secondary
Curriculum design and implementation	Good ↑	Good	Very good	Very good
Curriculum adaptation	Acceptable	Good	Very good	Very good

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

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

6. Leadership and management

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

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

National Priorities

National Agenda Parameter



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

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

Registration requirements

Not Applicable

Reading Across the Curriculum

- Analysis of data related to reading from required assessments is not yet established. Consequently, students' progress in improving their reading outcomes is not yet tracked or monitored.
- Students have positive attitudes to reading. They lack awareness about the strategies to use when reading unfamiliar texts. Reading skills in non-core subjects are age-appropriate.
- The library programme addresses students' cross-curricular reading needs across phases and promotes lifelong learning skills well.
- Senior leaders have recently appointed a reading coordinator. Whole-school approaches to develop students' use of reading strategies are not consistently shared with students, staff or parents.

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

For Development:

- Analyse data, from good quality standardised assessment of reading, to plan and implement systematically an effective whole-school programme to improve reading across the curriculum.

UAE Social Studies

- The school has fully adopted the UAE social studies curriculum and learning outcomes. Teachers use rich resources well to plan meaningful learning experiences for all groups.
- A majority of older students demonstrate levels of knowledge, skills and understanding above UAE curriculum standards. Younger students are beginning to achieve more highly in lessons.
- The translation of UAE content into Russian in the lower phases enables all groups of students to make better than expected progress in lessons and over time.
- Students engage in critical thinking and research opportunities, making meaningful real-life connections between the purpose of their learning and how it benefits others.

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

Innovation

- Independent learning develops well in middle and secondary school lessons and through clubs led by students. Innovative learning is less developed in Kindergarten and the primary phase.
- Students willingly participate in school-led activities such as buddying and paired reading. They are less likely to create, design and lead innovatively.
- Teaching helps students to link learning well to daily life, and encourages research and critical thinking, in the secondary phase. Learning technology increasingly features in lessons.
- Curriculum adaptation in the middle and secondary phases generally meets student needs and aspirations. Elsewhere, children and students do not experience enough opportunity for innovative learning.
- Senior leaders actively promote a culture of innovation among teachers and students. This does not yet sufficiently enable truly innovative student-led activity in all phases.

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

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- The quality of teaching and the curriculum in Islamic education support most students to make acceptable progress in lessons and over time.
- Students frequently make links to prior knowledge, and are developing their skills to apply learning to real life. In all phases, students' ability to find information and so enhance learning is constrained by lack of use of learning technology.
- Recitation of the Holy Qur'an at the beginning of each lesson is beginning to improve standards. Lack of opportunity to share, exchange, or engage in discussions and debate, particularly in upper grades, hinders better understanding of Islamic concepts and values.

For Development:

- Lesson plans should provide sufficient challenge to meet the needs of all students, and include more opportunities to develop recitation skills.

Arabic as an Additional Language

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

- Students are working at the expected level in language skills except in writing. Lack of opportunities to speak at length constrains students' extended conversational skills. Internal test results indicate higher achievements in all phases than is seen in lessons.
- Reading is limited to the prescribed text. Students can read individual words but have difficulty in understanding extended passages in Arabic. In the middle phase, students' limited access to visual aids and support inhibits basic dialogue.
- The school has begun implementation of the new MoE Arabic as an Additional Language standard. Teaching does not yet use appropriate material and activities to improve language skills accordingly. Assessment procedures do not fully inform teaching to meet students' needs.

For Development:

- Ensure that the new MoE Standards for Arabic as an Additional Language are implemented properly including the use of assessment to verify accurate attainment and progress.
- Ensure planning to provide all grades with increased challenge and expectation, consistent with students' prior learning and experience of Arabic.

Language of instruction

	KG	Primary	Middle	Secondary
Attainment	Good	Very good	Very good	Outstanding
Progress	Good	Very good	Very good	Outstanding

- In the primary and middle phases, attainment and progress of the large majority of students are above the expected curriculum standards. They are even better in the secondary phase, but less secure in Kindergarten.
- Most students have well-developed recitation skills when studying the best exponents of Russian classical poetry. Critical thinking and creative writing skills are better developed in the secondary phase, as students engage with unabridged texts of Russian literary classics in prose and drama.
- Extension to the Kindergarten of the best practices in application of spoken Russian has a positive effect on attainment. Enquiry, research and critical thinking do not consistently feature in lessons in the primary and middle phases.

For Development:

- Extend the development of enquiry, research and critical thinking skills in the primary and middle phases.

English

	KG	Primary	Middle	Secondary
Attainment	Good	Good	Good	Good
Progress	Good	Good	Good	Good

- Across all phases, in lessons and over time, the large majority of students achieve above curriculum standards. The large majority of children in Kindergarten progress well from their starting points.
- In the middle and secondary phases, students independently produce high-quality creative writing. They have well-developed levels of comprehension, and confidently use English for normal communication or high-level debate. Students' good reading skills throughout the phases are well supported by age-appropriate literature.
- Older students develop the real-life application of reading and speaking skills through their assistance in teaching younger students. Lessons do not always provide activities which are sufficiently well matched to students' needs.

For Development:

- Ensure consistency of assessment practice to find out clearly what students already know, understand and can do.
- Provide lesson tasks and activities better matched to students' learning needs.

Mathematics

	KG	Primary	Middle	Secondary
Attainment	Good	Very good	Good	Good
Progress	Good	Very good	Good	Very good

- In the primary phase, the large majority of students attain above curriculum standards. Most students' attainment in other phases is in line with curriculum expectations. Progress varies across the phases. It is strongest in the primary and secondary phases.
- The majority of students have solid age-appropriate knowledge of algebra and geometry. Skills of mental calculations and basic algebraic manipulations are well developed throughout. The large majority of students in the primary phase have strong skills in solving word problems.
- In the best lessons in all phases, there is clear development of critical thinking skills. Opportunities to learn through investigations and practical mathematics do not consistently feature in lessons, particularly in the middle phase. In Kindergarten, children enjoy opportunities to solve number problems.

For Development:

- Continue to challenge the students with tasks aimed at developing critical thinking and investigative skills, particularly in the middle phase.

Science

	KG	Primary	Middle	Secondary
Attainment	Good	Good	Very good	Very good ↑
Progress	Good	Good	Very good	Very good ↑

- In the middle and secondary phases, a large majority make better than expected rates of progress, achieving above expected standards. In other phases, a majority of students do so.
- Children in Kindergarten can classify animals by physical characteristics. Students in the primary phase thereafter develop a secure understanding of how living things adapt to their environment. Those in the middle and secondary phases develop strong conceptual understanding, well exemplified in biology and physics.
- A greater focus on practical work has led to improvements in laboratory skills. There is less improvement in investigative work. Consequently, students are less competent at identifying and controlling variables when planning how to test a prediction.

For Development:

- Improve students' age-appropriate ability to identify and control variables necessary to a fair test of a hypothesis, and older students' ability to analyse and suggest ways of reducing sources of error.

Learning Skills

	KG	Primary	Middle	Secondary
Learning skills	Good	Very good	Very good	Very good

- Students are almost always keen to learn, and to take responsibility for their own learning. Kindergarten children enjoy problem-solving. In other phases, students collaborate purposefully. In almost all subjects, students effectively explain what, and how well, they learn.
- Across the school, students regularly make clear and meaningful connections between their areas of learning and the way in which they understand the world. They engage well with opportunities to find things out for themselves.
- Critical thinking and problem-solving skills are well developed throughout the school. Teaching supports students' enquiry learning and research very effectively. Innovation skills are not yet consistently as well developed.

For Development:

- Create more contexts for children's learning through their own enquiry, and include the use of learning technology, in Kindergarten.
- Develop opportunities for students' innovative thinking, allowing them to apply their well-developed critical thinking and problem-solving skills

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

	KG	Primary	Middle	Secondary
Personal development	Good	Very good	Very good	Very good

- Throughout, students have positive attitudes and are happy coming to school. They demonstrate strong self-reliance, increasing independence, maturity, and a sense of responsibility. This is less so in Kindergarten, where children have fewer opportunities to collaborate or to take personal responsibility.
- Students are consistently self-disciplined and respond very well to others. They show independence of mind and relate well to one another, including students of determination. They resolve difficulties in mature ways and get on well with teachers.
- Students demonstrate secure understanding of safe and healthy living. They consistently make wise choices about their own physical and emotional health and safety. The older students' pilot project in first aid exemplifies how students learn about safe and healthy lifestyles.

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

- Students have a good understanding and appreciation of the values and principles of Islam. They demonstrate behaviours which reflect tolerance, friendship, fairness, and respect for all people. Grade 10 students willingly help and support students in other schools.
- Students across the school show a strong understanding of Emirati culture. They can discuss past life in the UAE, and how it has evolved over time. They celebrate the National Day of the UAE with enthusiasm.
- Students demonstrate a good understanding of their own culture. They respect other nationalities and religions in the school. An annual International Day allows students and parents the opportunity to explore and learn about the different societies represented in the school.

	KG	Primary	Middle	Secondary
Social responsibility and innovation skills	Good	Good	Very good	Very good

- Students participate willingly in socially responsible activities in the school and local community. Senior students leading new projects are effective role models for the junior students, and illustrate the culture of responsibility and accountability in the school.
- Students show a very positive work ethic and are proud of their school. Students are involved in entrepreneurial days. Older students increasingly establish and manage various innovation projects in the school.
- Students care for their school. They eagerly and actively support environmental conservation projects. They are well represented in various outside organisations. Senior students involve younger students in community, innovation and environmental projects, fostering environmental awareness throughout the school.

For Development

- Consider a more structured approach to engage students in activities supporting the school's community programme.
- Involve children and young students in age-appropriate social responsibility and innovation projects.

3. Teaching and assessment

	KG	Primary	Middle	Secondary
Teaching for effective learning	Good	Good	Good	Very good

- Teaching remains stronger in the secondary phase. Most teachers apply subject knowledge effectively. In Kindergarten and the primary phase there are some inconsistencies in knowledge over the range of subjects taught. In Arabic, the lack of a consistent approach in lessons constrains effective teaching.
- Most teachers use cognitive ability assessment information well to plan activities which match students' abilities and learning styles. However, such plans are not consistently followed. Too many lessons are aimed at the class average and provide insufficient challenge, particularly for higher attaining students.
- Most teachers provide opportunities for independent learning. They frequently and effectively challenge students to relate their learning to real-world situations. They do not yet purposefully develop skills of critical thinking or problem solving.

	KG	Primary	Middle	Secondary
Assessment	Good	Good	Good	Good

- Assessment processes are aligned with the Russian Federation Educational Standards, providing valid measures of attainment and progress. The school is linking MoE requirements for Islamic education and Arabic to the school grading system. Such assessment is not yet consistently reliable.
- External moderation confirms assessment accuracy in most subjects. International benchmark data provide further validation and inform some improvements in teaching and curriculum design. Teachers' lesson planning, using cognitive ability assessments, increasingly aims to close the gap between students' potential and actual attainment.
- Strong oral feedback in most lessons outweighs often inconsistent written comments. Self-assessment is an improving but variable feature, particularly in the primary and middle phases. Students may understand the level that they have reached, but cannot identify what they need to do to improve.

For Development:

- Raise the quality and reliability of teaching and assessment in Islamic education and Arabic to match standards in other subjects across the school.

4. Curriculum

	KG	Primary	Middle	Secondary
Curriculum design and implementation	Good ↑	Good	Very good	Very good

- The curriculum is broad and balanced across the phases. New subjects in the upper part of the school extend the range of learning opportunities for students, particularly in the sciences. Curricular choices remain broader for students in the middle and secondary phases.
- Continuity and progression are well-planned. Students are well prepared for the next phase of schooling. Implementation of the new MoE curriculum for Arabic as an additional language is at an early stage of development.
- Review of the Kindergarten curriculum, and consequent introduction of classroom learning zones and outdoor learning areas, improve children's active learning opportunities. Meaningful and often imaginative cross-curricular links enhance learning across the phases, for example, the links between physical education, mathematics, and science.
- Moral education is taught in Russian in the primary phase, and in English in the middle phase. In Primary it is integrated with the ethics course. In the middle phase, moral education is taught as a separate subject.

	KG	Primary	Middle	Secondary
Curriculum adaptation	Acceptable	Good	Very good	Very good

- Well-planned curricular modifications meet the needs of different groups of students in the middle and secondary phases very well. Textbooks adapted for students of determination do not sufficiently personalise learning. Adaptations for those in Kindergarten and the primary phase do not meet all students' needs.
- The enriched curriculum supports most students' active involvement and provides adequate challenge. The school offers a wide array of activities which promote student leadership, research and enquiry skills. Less emphasis is given to the use of technology to promote innovating thinking.
- Well-planned curriculum provision in UAE social studies supports students' knowledge and understanding well. Carefully planned opportunities, including links with local universities, also enable students to learn more about Emirati traditions, culture and values.

Arabic is not taught in Kindergarten.

For Development:

- Develop a strong understanding of the new MoE standards for Arabic as an additional language.
- Ensure that teachers, particularly in Kindergarten and the primary phase, consistently modify lesson plans to meet all students' needs, making effective use of international test results.

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

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

- The school provides a safe, hygienic and secure environment for all. Clear and effective policies and procedures exist to ensure the protection of students from all forms of abuse, including bullying and cyber-bullying.
- The school keeps accurate and up-to-date records of incidents related to students' safety, building maintenance, and operational procedures. The installation of a tracking system on school buses ensures a more complete overview of students' welfare and safety.
- The medical team contributes to the curriculum with guidance on health and well-being. Rigorous health and safety policies are regularly reviewed and shared with students, parents and staff.

	KG	Primary	Middle	Secondary
Care and support	Good	Good	Good	Good

- Staff and students have very positive and respectful relationships, which have successfully contributed to the development of a supportive and caring atmosphere, conducive to learning. Systems to record attendance and punctuality are rigorous and effective.
- Students are consistently supported and well cared for by adults. The system to identify and support different groups of students, including students of determination and those with gifts and talents, has been further refined to ensure the provision of prompt and adequate interventions.
- Across all phases, well-planned programmes and activities successfully emphasise students' well-being and personal development. Students in the secondary phase, and recently in the middle phase, receive high-quality information and advice to enable them to make informed choices about their future educational pathways and careers.

For Development:

- Ensure that teachers' interventions are more effective by matching them closely to the individual needs of different groups of students.

Inclusion of students of determination

Provision and outcomes for students of determination	Good
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- Senior leaders and the inclusion champion are fully committed to the development of inclusion. Well-developed inclusive admission policies emphasise senior leaders' accountability for students' outcomes. Generally effective monitoring and improvement activities focus on immediate rather than long-term planning.
- The school's understanding of students' needs and related provision across all phases is improving. Consistently applied identification procedures, appropriately timed, ensure overall accurate assessment of needs. Interventions, however, are not always effectively matched to those needs.
- Effective formal and informal reporting and communication actively engage parents in their children's education and progress, but less so in compiling individual educational plans. The school gives parents appropriate guidance and support.
- Modified curricula promote students' participation in classroom activities and the acquisition of key personal and social skills. Teachers' focus in lessons does not consistently balance students' personal and social development and academic achievements.
- Appropriate tracking and evaluation tools show that most students make at least the expected academic progress, in class and over time. Students increasingly acquire skills and knowledge to enable them to participate actively in education and to acquire important lifeskills.

For Development:

- Ensure that teachers are able to use assessment data to inform lesson planning and track progress effectively.
- Refine individual educational plans to ensure that adequate modifications and effectively tailored interventions are in place, and shared with parents.

6. Leadership and management

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

- The principal and senior leaders ensure that the school shares their clear, caring, and inclusive vision for school improvement in line with UAE and Dubai priorities. Their well-developed professional understanding informs curricular improvement, supports most middle leaders well, and sustains high levels of attainment, notably in Russian language and literature.
- Through systematic self-evaluation, teachers and school leaders accurately know the school's main strengths and what needs to be done to improve. Senior leaders have not yet linked sufficiently closely the quality of student progress with the quality of teaching. School improvement plans support effective implementation of the school's vision for students' well-being and personal development. Leaders have addressed recommendations from the previous report on curriculum and assessment, but not yet in Islamic education and Arabic.
- School leaders establish and maintain very good partnership with parents, who value the openness and approachability of all staff, particularly the principal and senior leaders. Accessible information, conveyed electronically, keeps parents well informed. Students' progress reports clearly identify what they do well. However, higher achieving students do not receive clear advice on what they need to do to improve. Important local partnerships support many aspects of school work, including careers advice.
- The representative governing body knows the school well, through parent council contributions and direct contact with senior students. Regular reports from the principal ensure that governors are aware of, and supportive of, the school's strong focus on students' personal development. Governors resource improvements in the curriculum and provide reading materials to support students' reading for pleasure. They are less effective in challenging the school to improve learning outcomes in particular key subjects.
- The daily life of the school runs smoothly. Suitably qualified teachers provide a wide range of learning experiences. The learning environment prominently highlights student achievement in an impressive range of cultural and sporting activities. Children in Kindergarten have increased access to learning technology and outdoor learning. Separate technical and handicraft provision for boys and girls does not offer choice across the activities. Professional development to support new curricular advances in Arabic is not yet in place.

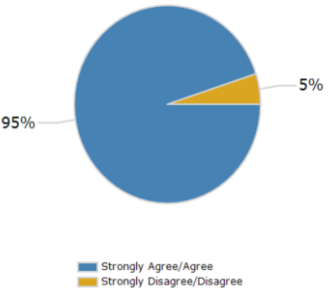
For Development:

- Support recently appointed middle leaders in leading and managing curricular development, and the application of assessment information to teaching.
- Ensure consistently accurate self-evaluation of the quality of students' progress in all key subjects, but particularly in Islamic education and Arabic.

Develop governance practice in challenging the school to improve attainment in all key subjects.

The View of parents and senior 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 No. of responses = 0	 Parents No. of responses = 96
Not Applicable	Overall, I am satisfied with the quality of education at my child's school  95% 5% Strongly Agree/Agree Strongly Disagree/Disagree

 Students	Not Applicable
 Parents	Almost all parents are satisfied with the quality of education provided. Most agree that the school provision represents value for money. Almost all say that school leaders respond timeously to their views, and that teachers help students to develop their skills effectively. Almost all state that their children are safe in school. Almost all consider that they have relevant information to support their children at home.

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