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

DUBAI
Knowledge المعرفة

Inspection Report
2018-2019

11 YEARS OF INSPECTIONS

Foremarke School

Very good

Curriculum
UK

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School Information

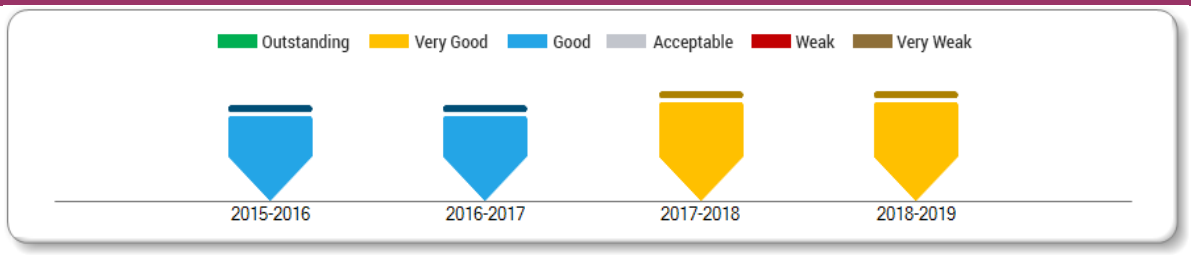
General Information	
Location	Al Barsha South
Opening year of School	2013
Website	www.foremarkedubai.org
Telephone	048188600
Principal	Zoe Woolley
Principal - Date appointed	6/1/2019
Language of Instruction	English
Inspection Dates:	28 to 30 January 2019

Students	
Gender of students	Boys and girls
Age range	3 to 12
Grades or year groups	FS1 to Year 7
Number of students on roll	518
Number of Emirati students	6
Number of students of determination	39
Largest nationality group of students	UK

Teachers	
Number of teachers	51
Largest nationality group of teachers	British
Number of teaching assistants	17
Teacher-student ratio	1:10
Number of guidance counsellors	0
Teacher turnover	4.8%

Curriculum	
Educational Permit/ License	UK
Main Curriculum	UK
External Tests and Examinations	GL, CAT4
Accreditation	IAPS
National Agenda Benchmark Tests	GL

School Journey for Foremarke School



Summary of Inspection Findings 2018-2019

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

Students' Outcomes	• Children make rapid progress in the Foundation Stage (FS), and this pace of learning is mostly sustained. As a result, the standards reached by the end of Year 6 in mathematics and science are very good, and outstanding in English. Students' progress in Arabic as a first language is not as strong as in Islamic education and Arabic as an additional language, although their attainment is the same in all three subjects. • Throughout the school, students display highly positive and responsible attitudes towards learning. Their considerate behaviour makes a significant contribution to the school's purposeful learning atmosphere. Students in the primary phase have a very good understanding of the cultural and traditions of the UAE, and older students take on a variety of leadership roles. Their innovation and enterprise skills are developing well.
Provision for learners	• The teaching successfully enables most students to make very good progress. Questions are used well to check students' understanding and prompt them to think more deeply. Teachers do not always make best use of students' capacity for independent learning. Assessment data are carefully analysed to identify strengths and gaps in students' learning. The use of this information to match work to students' learning needs is inconsistent. • The curriculum is well planned to ensure progression in students' learning. Continuity in learning has been strengthened by the introduction of phonics in the FS and Year 1. The use of digital technology to support learning is a strong feature of the curriculum. The curriculum is well adapted to meet the needs of students of determination. Opportunities for students to develop enterprise and innovation skills are increasing. • The school is highly effective in keeping students safe. Safeguarding policies and procedures are underpinned by staff training. Students are effectively supervised both within school and when on school transport. Parents value the way their children are known to teachers and leaders as individuals. Healthy living is promoted effectively throughout school life. Very good support is provided for students of determination.
Leadership and management	• The Head teacher provides clarity of vision for the future of the school. However, the overall effectiveness of leadership is variable because many leaders are new to their positions and there is a lack of clarity in their roles and responsibilities. Parents are highly supportive and successfully engaged as partners in their children's learning. Governors provide the school with a high level of professional expertise.

What the School does Best:

- The inclusive ethos of the school that ensures very good care and support for all students, particularly students of determination
- Students' outstanding progress and attainment in English in the primary phase
- Students' outstanding personal development and very good learning skills
- The excellent arrangements for keeping students safe and for promoting healthy life styles
- The excellent accommodation and resources to support learning and the outstanding partnerships with parents.

Key Recommendations

- Strengthen school leadership, at all levels, by ensuring that:
  - leadership roles and responsibilities, particularly in the Foundation Stage, are clearly defined and understood by all staff members;
  - appropriate professional training is provided to enhance leaders' management skills; and
  - middle leaders have the time needed to carry out their responsibilities and fully contribute to the drive for improvements.
- Increase the proportion of outstanding teaching by ensuring that, in all lessons, students are provided with opportunities to develop their critical thinking skills, and full use is made of their capacity for independent learning.
- Ensure that all internal assessments are aligned with the standards of the National Curriculum of England.
- Raise attainment in Islamic education and Arabic to match that in the other subjects.

Overall School Performance

Very good

1. Students' Achievement

		Foundation Stage	Primary	Secondary
Islamic Education	Attainment	Not applicable	Acceptable	Not applicable
	Progress	Not applicable	Good	Not applicable
Arabic as a First Language	Attainment	Not applicable	Acceptable	Not applicable
	Progress	Not applicable	Acceptable	Not applicable
Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Good	Acceptable
English	Attainment	Very good	Outstanding	Very good
	Progress	Very good	Outstanding	Very good
Mathematics	Attainment	Very good	Very good	Very good
	Progress	Very good	Very good	Very good
Science	Attainment	Good	Very good	Very good
	Progress	Very good	Very good	Very good

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

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

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

3. Teaching and assessment

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Very good	Very good	Very good
Assessment	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	Good ↓
School self-evaluation and improvement planning	Very good
Parents and the community	Outstanding
Governance	Very good
Management, staffing, facilities and resources	Outstanding

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 for the academic year 2018-2019.

The school's Progress in International Assessments	is above expectations.

- The school's high results in the 2017 General Learning (GL) tests were maintained in 2018. Comparisons of cognitive ability test (CAT4) results with students' GL performance scores show that the large majority exceed their potential. The school is in the process of ensuring that there is alignment between internal and external assessments.

The Impact of Leadership	is above expectations.

- The headteacher and leadership team fully support the vision and goals of the National Agenda (NA). The NA action plan clearly specifies the actions to be taken to achieve the plan's objectives and identifies the success criteria by which the outcomes will be judged.

The Impact on Learning	is above expectations.

- The development of enquiry and higher order thinking skills are common features of students' learning. Most students become proficient, independent researchers. A strong feature of students' learning is their competence in the use of digital technology.

Overall, the school's progress toward achieving its UAE National Agenda targets is above expectations.

For development:

- Ensure that in all lessons, teachers make full use of assessment data to plan work that offers appropriate levels of challenge to students who are capable of reach the highest levels.

Reading Across the Curriculum

- External benchmark test results show that reading levels in English are well above the age-related expectations. The quality of reading in Arabic is, overall, more in line with expectations.
- Students read fluently and use appropriate strategies to work out the meanings of unfamiliar words. In the FS, children's ability to decode and build understanding of phonics develops rapidly.
- Although the librarian works closely with teachers of English, the library is not fully exploited as a resource to support the development reading strategies across all subjects.
- As a first step in developing a whole-school approach to assessing reading skills, subject leaders in Arabic and English are mapping the basic reading skills in both subjects.

The school's provision, leading to raised outcomes in reading across the curriculum, is developing.

For development:

- Implement a whole-school reading strategy that includes the use of the library for promoting a life-long love of reading.

UAE Social Studies

- The UAE social studies curriculum is carefully planned to meet the needs of all learners. The curriculum is enriched by visits and special events.
- Students interact and collaborate well to share their knowledge and understanding. They are highly effective at using digital technology to carry out research and make presentations.
- In lessons and in their recent work, a large majority of students demonstrate levels of knowledge, skills and understanding that are above the curriculum standards.
- Internal assessment information indicates that a large majority of students make better than expected progress in relation to the UAE social studies curriculum standards.

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

Innovation

- Students' well-developed learning skills are strengths of the school. However, the opportunities provided for them to learn independently and develop higher-order thinking skills are inconsistent.
- Through a wide range of enterprise projects and initiatives, students demonstrate their sense of social responsibility. This contributes much to the school's inclusive and welcoming atmosphere.
- There is inconsistency in the extent to which teachers offer students opportunities to generate their own solutions to specific problems within real contexts.
- Innovation skills are promoted through the curriculum, particularly through the co-curricular activities. The development of a creative, skills based curriculum is given a high priority.
- Leaders show strong commitment to innovation. As an 'Apple' school, leaders are constantly seeking ways to provide students with 21st century learning experiences.

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	Acceptable	Not applicable
Progress	Not applicable	Good	Not applicable

- Middle ability students make slightly better progress than students at either end of the ability range, because the work in lessons in not matched well enough to some students' needs. The attainment and progress of non-Arab Muslim students is better than those of Arab Muslim students.
- Students' knowledge of the pillars of Islam and most Islamic concepts is adequate. However, their understanding of Islamic worship is less strong. While progress is rapid in learning the majority of Islamic elements, progress in understanding verses from the Holy Qur'an and Hadeeth is slower.
- Engagement in a related extra-curricular activity is supporting improvement in students' memorisation skills. However, their ability to apply the recitation rules independently is less developed. Curriculum modifications are not sufficiently accurate to meet the needs of students of all abilities.

For development:

- Ensure that curriculum modifications meet the needs of all groups of students, particularly the more able students and Arab Muslim students.

Arabic as a First Language

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

- A very small number of students learn Arabic as a first language in the primary phase. Internal assessments and students' work show that there are no major differences in attainment and progress across the year groups.
- Students' listening skills are strong across the school. Most students can read accurately, but very few read fluently. Their comprehension skills are developing well. Their writing skills are the least developed of the four language skills.
- Effective curriculum modifications for students starting with very low attainment levels underpin their progress in reading, speaking and listening. However, their writing skills are below the expected curriculum standards.

For development:

- Improve students' writing skills and their fluency in reading.

Arabic as an Additional Language

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

- Students make better progress in the primary phase because they have more opportunities to engage in active learning. Inconsistencies in teaching and low expectations do not enable students to make more rapid progress, particularly in the secondary phase.
- Students' acquisition of vocabulary and comprehension are developing well. However, their oral communication skills are weaker. Their writing is generally in line with expectations, and the writing of a minority of the high ability students is above expectations.
- Placing students in ability-based teaching groups in Years 4 to 6 enables them to access a more appropriate curriculum. However, curriculum planning and the assessment of students' progress do not take enough account of students' years of studying Arabic.

For development:

- Raise expectations of students and ensure that the assessment of their progress and curriculum planning take account of their years of studying Arabic.

English

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

- The results of the external GL English tests are outstanding throughout the primary phase. Internal assessments do not reflect this high level of attainment, because they are not aligned with the curriculum standards. When measured against curricular expectations, students' progress across all years is excellent.
- Students are able to read, analyse and extract information from a variety of challenging literary texts, especially in Year 7. Critical thinking is particularly well developed in Years 3 and 4, when students engage in open ended enquiry and research activities.
- In the FS, children's understanding of phonics develops rapidly, and by Year 1, most are reading confidently. Students become confident, articulate speakers who make use of their wide vocabularies to express opinions on a wide range of topics fluently.

For development:

- Ensure that the more able students in Years 1 and 2 are consistently challenged to achieve their highest potential, particularly when writing.

Mathematics

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

- Students show enthusiasm for mathematics across all phases and are achieving very well. In the early primary years, students have opportunities to use appropriate physical resources, including digital technology, and apply mathematics to real situations.
- Across all year groups, almost all students are secure in number facts and use these in other aspects of mathematics, such as measurements, calculations involving money and data handling. A minority of students are less secure in their knowledge of geometric shapes.
- Students have increased their use of technology in mathematics to support and extend learning beyond the classroom, and to monitor the quality of learning. There is scope, particularly for the more-able students, to use technology to work more independently.

For development:

- Many students, particularly the more able ones, need to develop their skills as researchers and independent learners.

Science

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

- The making and testing of simple predictions in the FS introduces children to the scientific method. This provides a firm base from which older students become increasingly competent in making and testing hypotheses, analysing results and drawing relevant conclusions.
- Students' enthusiastic response to initiatives such as science, technology, engineering and mathematics (STEAM), is helping them to make connections between science and other subjects.
- The emphasis on research and reasoning is advancing their understanding of the scientific method

For development:

- Ensure that full use is made of assessment data to plan lessons that meet the learning needs of all students.

Learning Skills

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

- In all years, students are keen to learn and collaborate purposefully in a wide range of activities. Although they are capable of taking responsibility for their learning, a few lessons, particularly in Arabic, are overly teacher directed.
- Students are increasingly able to communicate with confidence what they have learnt to different audiences They are able to make links to real contexts, when these are planned and relevant to what they are learning.
- Across all year groups, students respond positively to critical feedback. They are competent in the use of educational technology to support their learning, but opportunities to be innovative are not consistently offered. Many extra-curricular activities provide students with experiences of both innovation and creativity.

For development:

- Provide students with more consistent opportunities to develop innovation and high-order thinking skills.

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

	Foundation Stage	Primary	Secondary
Personal development	Outstanding	Outstanding	Outstanding

- Students demonstrate exceptionally positive attitudes and behaviour across all year groups. Relationships with both their peers and adults are respectful and supportive. As a result, all students feel valued. Older students act as excellent role models for the younger students.
- Almost all students are self-reliant, caring and sensitive to the needs of others. Incidents of bullying are very rare. Students frequently take the initiative and share their ideas when working in small groups. They are proud to represent their school at external events.
- Students are very committed to following safe and healthy lifestyles. They are able to explain the reasons for making healthy eating choices and taking regular exercise. High attendance levels confirm how much students enjoy coming to school.

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

- Students have a very good appreciation of Islamic values and understand how these values influence many aspects of life in the UAE. Primary phase students are able to talk about these values in mature ways and provide examples of how they are seen in Dubai.
- Many students are able to speak about the heritage and culture of the UAE. Through the school curriculum and a range of visits, students learn about the important events in the history of the UAE.
- Students talk knowledgeably about their own cultures and are aware of the nature of cultural diversity in the UAE. While they celebrate significant events, such as Diwali and Chinese New Year, their awareness of the similarities and differences between world cultures is less secure.

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

- Students are very responsible and, through the house system, contribute much to the daily life of the school. Those in the upper primary years, in particular, are very much involved in initiatives that contribute to the wider community.
- Displays in corridors and classrooms reflect students' positive work ethic. Many of these displays show evidence of students' developing innovation and enterprise skills. Older students effectively lead well-planned charitable activities.
- From the FS onwards, students develop very good understanding of environmental sustainability. They are involved in a variety of recycling activities and show care for the school environment. Most are aware of the adverse impact of carbon-based fuels on the environment.

For development:

- Extend students' understanding of the interdependent nature of the global community.
- Provide more opportunities for younger students to take on leadership roles.

3. Teaching and assessment

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

- Teaching is generally successful in enabling most students to make very good progress. However, there is some variation in the quality of teaching. In a minority of lessons, in all phases, teachers do not promote independent learning sufficiently well, particularly for the most able students.
- In most lessons, teachers question students very effectively to prompt thinking, test understanding and, in some instances, check progress towards the learning objectives. Learning is often made more meaningful by relating the work to everyday life.
- Although most lessons are planned to provide students with motivating and engaging learning activities, not enough account is taken of students' attainment levels. As a result, some groups of students, particularly the higher attaining ones, are not challenged as much as they could be.

	Foundation Stage	Primary	Secondary
Assessment	Good	Very good	Very good

- Ongoing assessment in the FS provides teachers with a picture of the children's progress in lessons. However, this information is not systematically analysed to provide a full picture of the children's progress over time. In the two other phases, moderation is improving the consistency of assessments.
- All assessment data, especially external benchmark data, is thoroughly analysed and used to make appropriate curriculum modifications. There is an emphasis on the use of this information in lesson planning to ensure that work is matched to the needs of different groups of students.
- The school has clear and well established internal assessment procedures for all subjects and phases. However, internal assessments in the core subjects are not consistently aligned with external test data or the standards of the National Curriculum of England.

For development:

- Ensure that students who are capable of reaching the highest attainment levels are provided with work that is appropriately challenging.

4. Curriculum

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

- The curriculum is fully compliant with the National Curriculum of England. It is carefully planned to provide students with a wide variety of learning experiences. Criteria from the TIMSS test and the Independent Schools Examination Board enhance the curriculum in English, mathematics and science.
- The curriculum supports progression across the phases. The introduction of phonics in the FS1 lessons and Arabic in the FS2 lessons has improved continuity between the FS and Year 1. The new Year 7 curriculum includes strong cross-curricular links between elements of social studies, mathematics and science.
- Leaders conduct regular reviews of the curriculum. These have led to the introduction of a more skills-based approach. This is supported by the increased use of learning technology, which facilitates independent enquiry.
- Moral education is taught in discrete 40-minute lessons in Years 2 to 7. In Year 1, it is integrated with the PSHE programme.

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

- The school successfully adapts the curriculum for most groups of students. The co-curriculum offers a very wide range of additional experiences, including those for students who have additional needs. The Islamic education curriculum does not take enough account of Muslim students' knowledge and experience.
- A range of opportunities for innovation, creativity and enterprise are built into the school day and, in particular, through co-curricular activities. Social skills are developed through well-planned activities which match students' interests and individual needs.
- The development of students' knowledge, understanding and appreciation of Emirati traditions and culture is woven through the curriculum. These elements are seen in displays of students' work, presentations and curriculum links.
- Arabic is taught in the FS2 for 30 minutes each week.

For development:

- Ensure that the curriculum in Islamic education is suitably adapted to match Muslim students' existing knowledge and experience.

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

- The school is highly effective at keeping students safe. Safeguarding policies are regularly reviewed, clear and understood by all. All staff members are provided with update safeguarding and child protection training. All necessary steps are taken to protect students from any form of abuse.
- The school's high quality premises and spacious accommodation provide clean, attractive and hygienic learning environments. Detailed records are maintained of the actions taken to rectify any problems that are identified during the regular checks of the premises.
- School transport is carefully monitored, and improved arrangements for students transported by car have enhanced safety at times of arrival and departure. Students receive guidance from the medical staff on a healthy lifestyle. Health records are maintained securely.

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

- The well-considered policies and practices ensure that all students are provided with effective support. The behaviour management systems, which are based on mutually respectful relationships, successfully promote self-discipline. Procedures to promote regular attendance and punctuality are effective.
- Rigorous early assessment procedures ensure the accurate identification of students' learning needs, particularly those of determination. Support for students of determination is carefully matched to their personal learning needs. However, support for the most able students is not always as evident.
- Students and parents have access to well-informed advice from the school. All concerns are handled sympathetically. This has positive effects upon the confidence and sense of security that underpin students' personal and academic development.

For development:

- Ensure that in all lessons, higher ability students are provided with appropriate support.

Inclusion of students of determination

Provision and outcomes for students of determination	Very good

- Leaders and governors are strongly committed to inclusion, both in policy and practice. Improvement plans are ambitious and reflect high expectations of all students. The inclusion leader provides detailed reports to governors on the progress of students of determination.
- Students are accurately identified and diagnosed using internal and external assessment information. Interventions are planned to meet the identified needs and to overcome barriers to learning. Continual checks of students' academic and social progress lead to adaptations to teaching and the curriculum.
- Parents value their positive and transparent partnership with the school. They contribute fully to the formulation of targets and their children's 'passports.' Parents are well informed about their children's progress and receive guidance on ways of supporting learning at home.
- The advice given to teachers by the inclusion team is followed in the large majority of lessons. In most lessons, teachers make good use of assessment data and other information to support the learning of students of information.
- Almost all students of determination make at least the expected progress and often better. While a few students with more complex needs make relatively small steps in academic progress, their progress in relation to their social and emotional goals is rapid.

For development:

- Ensure that leaders of inclusion have sufficient time to carry out the full range of responsibilities associated with their roles.

6. Leadership and management

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

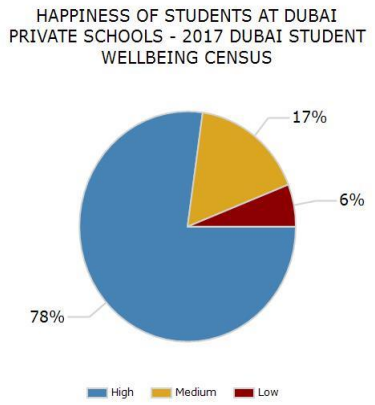
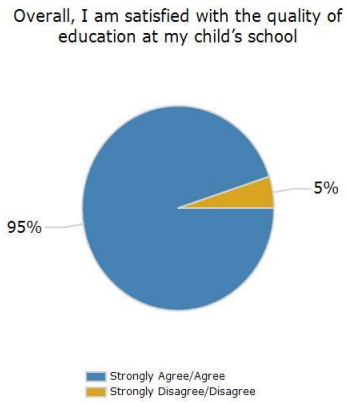
- The recently appointed Headteacher is providing clear direction on the journey towards further improvement. The Headteacher receives good support from other senior leaders, many of whom are new to their leadership positions. While there are examples of very good middle leadership, the overall effectiveness is variable. There is a lack of clarity in some leaders' roles and responsibilities.
- The school's monitoring and evaluation procedures are efficient and thorough. They provide leaders with an accurate picture of the school's performance. This information ensures that all planning is focused on appropriate developmental priorities. A stable staff and positive relationships ensure a high level of commitment to continuing improvement. The recommendations from the last inspection report have been tackled with determination.
- Parents are successfully engaged as partners in their children's learning. Their views are sought, listened to and when possible, acted upon. Through digital technology, parents are well informed of school events. The written reports provide detailed information on their children's academic and personal progress. Extensive links with other schools and international companies enhance students' educational experiences.
- Governors understand their responsibilities for holding the school to account and carry out their roles as critical friends effectively. They provide the school with a high level of professional expertise and have a detailed knowledge of its overall performance. They are committed to investing in resources to ensure the best quality of education. is provided for all students.
- The school is managed very efficiently on a day-to-day basis. It is staffed with well qualified teachers who have very good knowledge of their subjects and how to teach them. The high quality buildings, technological and human resources enhance students' personal development and enable them to develop strong learning skills. The premises are spacious, bright and attractively designed and support a highly-stimulating learning environment.

For development:

- Ensure that those with leadership responsibilities have the skills and administrative time necessary to fulfil their roles effectively.

The Views of Parents and Senior Students

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

Students Responses = 18	**Parents** Responses = 81
	

Students	• The few students who responded to their survey are almost all positive about the school. They feel valued and safe and have a strong sense of belonging to the school community. Almost all consider that they show respect for each other and work hard. Students report that they have healthier diets than the Dubai average and generally have healthier lifestyles.
Parents	• Most parents are very positive about every aspect of the school. They are satisfied with the quality of education care and their children's safety. Almost all parents are very pleased with the way in which school leaders listen to their views and the information they receive on their children's progress. Inspection findings are consistent with these views.

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