

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

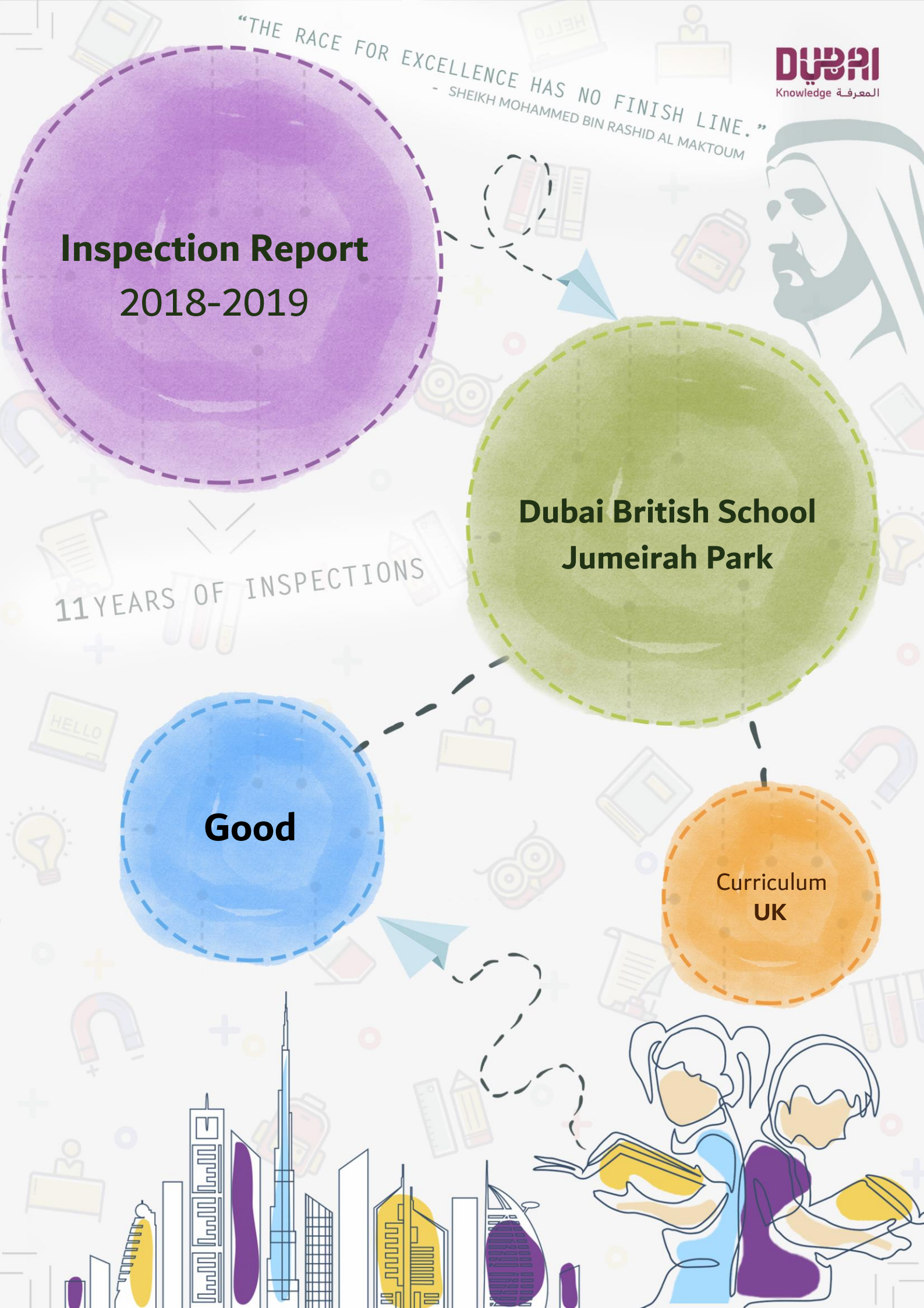
Inspection Report 2018-2019

**Dubai British School
Jumeirah Park**

11 YEARS OF INSPECTIONS

Good

Curriculum
UK



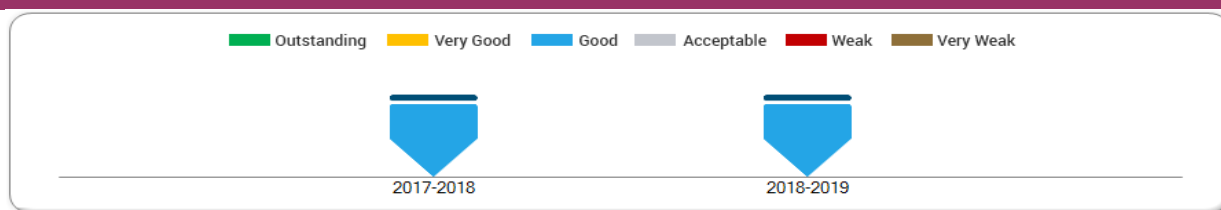
Contents

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

School Information

General Information	Location	Jumeirah Park
	Opening year of School	2015
	Website	www.dubaibritishschooljp.ae
	Telephone	045520247
	Principal	Heather Mann
	Principal - Date appointed	1/9/2015
	Language of Instruction	English
	Inspection Dates:	18 to 21 March 2019
Students	Gender of students	Boys and girls
	Age range	5 to 14
	Grades or year groups	Year 1 to Year 10
	Number of students on roll	1035
	Number of Emirati students	6
	Number of students of determination	71
	Largest nationality group of students	UK
Teachers	Number of teachers	89
	Largest nationality group of teachers	British
	Number of teaching assistants	31
	Teacher-student ratio	1:12
	Number of guidance counsellors	1
	Teacher turnover	15%
Curriculum	Educational Permit/ License	UK
	Main Curriculum	UK
	External Tests and Examinations	IGCSE, GCSE
	Accreditation	COBIS, BSME
	National Agenda Benchmark Tests	GL, IBT, CAT4

School Journey for Dubai British School Jumeirah Park



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

- Progress in English and mathematics is very good in both the primary and secondary phases. Attainment and progress in science remain good. In the primary phase, attainment in Arabic as an additional language and in English has improved, as a result of better progress. In the secondary phase, attainment and progress remain acceptable in both Arabic languages. Learning skills are good, although they are stronger in mathematics and English across the school.
- Students' personal and social development continues to be a strength of the school. Mutual care and respect are evident in all areas of the school. Students' attitudes to their learning and their behaviour are very good. Students are involved in a range of cultural activities and, as a result, their understanding of Islamic values and awareness of Emirati and world cultures has improved.

Provision for learners

- Teaching is good in the primary and secondary phases. In Arabic as a first and second language, teaching is weaker than in other subjects. In English and mathematics teaching is mostly very good. Assessment information provides teachers with a detailed understanding of students' capabilities and this is used well to guide the planning of lessons.
- Curriculum design is very good. It is effectively implemented to support progression in learning. Cross-curricular links enable students to make connections to the real world. The use of digital technology is seen in many lessons and provides greater opportunities for innovation. Curriculum adaptations ensure that in most subjects, students make good or better progress.
- The health and safety policies and procedures ensure that students are safe and happy at all times. The procedures for monitoring the effectiveness of policies provide rigour and consistency. The quality of support and care for all students, including students of determination, are very good. The individual needs of students are met well in lessons and there is strong support for individual needs outside the classroom.

Leadership and management

- Leaders are fully committed to school improvement. They understand what needs to be done to improve the school's performance, but monitoring has not fully tackled the inconsistencies in the quality of teaching in some subjects. Governors monitor and challenge the school very well, but they have not been successful in improving students' progress in Arabic. Links with parents are strong. The management of staffing and resources is very well organised.

What the School does Best:

- The strong leadership of the school
- The use of assessment information to inform procedures and systems, and the positive impact this has on students' achievements
- The calm and happy environment that contributes to students' strong personal and social development
- The very good progress in English and mathematics in the primary and secondary phases.







Key Recommendations:

- Accelerate students' progress in Arabic by ensuring that curriculum modifications and lesson planning take account of students' existing attainment levels, especially in the secondary phase.
- Raise progress and attainment in all subjects by:
 - improving teaching and learning to consistently very good or better
 - providing more opportunities for students to find things out for themselves
 - giving students ample time for reflection and consolidation of new learning.
- Improve the accuracy of school self-evaluation so that leaders have a more realistic view of the school and improvement planning is systematically focused on raising students' achievements.

Overall School Performance

Good

1. Students' Achievement

		Primary	Secondary
 Islamic Education	Attainment	Acceptable	Acceptable
	Progress	Good	Good
 Arabic as a First Language	Attainment	Acceptable	Acceptable
	Progress	Good	Acceptable
 Arabic as an Additional Language	Attainment	Good ↑	Acceptable
	Progress	Good	Acceptable
 English	Attainment	Very good ↑	Good
	Progress	Very good	Very good
 Mathematics	Attainment	Good	Good
	Progress	Very good ↑	Very good ↑
 Science	Attainment	Good	Good
	Progress	Good	Good
		Primary	Secondary
Learning skills		Good	Good

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

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

3. Teaching and assessment

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

4. Curriculum

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

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

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

6. Leadership and management

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

- The school has no history of participation in the Trends in International Mathematics and Science Study (TIMSS) and Programme for International Student Assessments (PISA) tests. Therefore, there is no progression data available. The school significantly improved its scores between the two N.A.P. assessment cycles and overall progression is outstanding. When the outcomes in English, mathematics and science are compared with measures of cognitive potential (CAT4), students significantly exceed their potential.

Impact of Leadership

is above expectations.

- Leaders demonstrate an excellent understanding of assessment processes and what constitutes effective, data-informed decisions. Curriculum adaptations in English, mathematics, and science take account of TIMSS and General Learning (GL) test priorities in both content and skills. Teachers make effective use of CAT4 test information to increase their understanding of the potential achievement of individual students.

Impact of Learning

meets expectations.

- Students' use of resources to develop their research skills is more evident in science and English than in mathematics. Their critical thinking and problem-solving skills are well developed across all subjects. In English lessons, students are frequently asked to read, analyse and extract information from texts.

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

For development:

- Ensure consistency in the provision of opportunities for students to develop critical thinking, investigative and research skills in all subjects.

Reading Across the Curriculum

- School assessment information indicates that reading is improving across both phases. Assessment results are analysed and used to target groups of students in need of additional support in reading.
- In Year 1 and Year 2, students are developing appropriate reading strategies. There is a focus on the development of comprehension skills across the school.
- The school libraries provide vibrant learning environments in which students enjoy reading. The librarians and class teachers make good use of a wide range of approaches to promote reading.
- The reading across the curriculum leadership team is passionate about reading development and promotes it well through language and literacy programmes across all subjects.

For development:

- Provide students with opportunities to access a wider range of texts through the introduction of an accelerated reading programme.

UAE Social Studies

- The UAE social studies curriculum is effectively planned and adapted to cater for the needs of all learners. It uses up-to-date resources of high quality.
- Students demonstrate very good learning skills. They interact and collaborate in a purposeful and productive manner. Critical thinking and problem-solving are key features of learning.
- In lessons and in their recent work, a large majority of students demonstrate levels of knowledge, skills and understanding that are above curriculum standards.
- Internal assessment information indicates that a large majority of students make better than expected progress in relation to their individual starting points and the UAE social studies curriculum expectations.

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

Innovation

- Students make increasing use of their problem-solving and critical thinking skills when carrying out investigations. They use digital technologies successfully to support learning.
- The school provides some opportunities for students to innovate and use their entrepreneurial skills. Students are encouraged to make suggestions and contribute to the improvement of the school community.
- There are increasing opportunities for students to use digital technology in lessons and to develop their own ideas independently and creatively.
- The curriculum design promotes the development of students' innovation skills, especially through the extra-curricular activities. Students have many opportunities to experience leadership and community service.
- Leaders show a clear commitment to innovation throughout the school. They are constantly seeking ways of providing students with opportunities to be innovative.

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

Main Inspection Report

1. Students' Achievement

Islamic Education

	Primary	Secondary
Attainment	Acceptable	Acceptable
Progress	Good	Good

- Students in the primary and secondary phases make strong progress in most areas of Islamic education. However, the impact on their overall attainment is limited. The progress and attainment of Arab students is less evident than that of other students.
- Students across the school make better progress in Seerah, the life of the companions and understanding of the Holy Qur'an and Hadeeth. Students' understanding of Aqeedah and Fiqh is slowly improving, especially in the primary phase. Students are beginning to apply what they are learning in real-life situations.
- As a result of curriculum modifications and intervention programmes, most students have improved their memorisation of the Holy Qur'an and the Seerah. Students' knowledge of the rules of Tajweed is limited and their application is developing.

For development:

- Provide more opportunities for students to work independently and increase the level of challenge in lessons and students' written work.

Arabic as a First Language

	Primary	Secondary
Attainment	Acceptable	Acceptable
Progress	Good	Acceptable

- Students' attainment levels are broadly in line with the Ministry of Education (MoE) curriculum standards. Students in the primary phase make better progress because they rapidly develop their speaking and reading comprehension skills.
- Most students increasingly use standard Arabic to express their thoughts and answer questions. However, students' insecure knowledge of vocabulary makes it difficult for some to provide extended responses, especially in the secondary phase. Students' writing skills are in line with expectations.
- Students are being provided with more opportunities to speak and write in Arabic. However, their oral responses are mainly to answer questions related to specific knowledge. Students are not often encouraged to express their thoughts and opinions. The impact of teachers' marking is inconsistent, especially in the secondary phase.

For development:

- Ensure lessons are planned to address gaps in students' knowledge and understanding, especially in the secondary phase.
- Improve the guidance given to students through the marking of their written work, with a particular focus on developing well-constructed extended sentences and paragraphs.

Arabic as an Additional Language

	Primary	Secondary
Attainment	Good ↑	Acceptable
Progress	Good	Acceptable

- The majority of students in the primary phase make accelerated progress in language acquisition. As a result, they are able to engage in short conversations using correct sentences. This is particularly evident in the lower primary years. Students' progress in the secondary phase is inconsistent.
- Across both phases, the listening skills of most students are well-developed. Students' are able to recognise familiar words in simple text and answer comprehension questions. Although they are able to write short paragraphs following a model, their independent writing skills are less evident.
- Students attainment in the primary phase has improved since the last inspection, especially their listening and speaking skills. However, students' attainment and progress in the secondary phase are broadly similar to the previous inspection.

For development:

- Provide students with more opportunities to write independently.
- Raise attainment in the secondary phase by ensuring that students make consistently good progress in reading, writing, speaking and listening.

English

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

- The difference between the primary and secondary phase judgements is slight. The larger primary population generates better test results most of the time. The oral skills of students are not markedly different when their ages are considered. Almost all students are confident speakers, readers and writers of English in both phases.
- Students' oral language skills are very strong from the early primary years up to Year 10. Their reading skills range from good to outstanding, with those of the girls being slightly better than boys. Writing skills are strong across both phases. Students can write for a variety of purposes and audiences.
- The attainment of students in the primary years has improved since the previous inspection, because teachers regularly link their lesson plans to the specific knowledge and skills of the National Curriculum of England. Students' reading skills, particularly those of boys, have also improved.

Mathematics

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

- Students' understanding of mathematical concepts begins well in the primary phase and is built upon in the secondary phase. Teachers in both phases use open-ended questioning effectively, providing students with a consistent level of challenge and well targeted differentiated tasks to maximise their progress.
- An improving feature of mathematics in the primary phase is the ability of students to use mental calculations and apply different strategies in solving problems. In the secondary phase, students' understanding of mathematical concepts is supported by practical activities and applications in real-life contexts.
- Students have increasing opportunities to develop their critical thinking and problem-solving skills. Their use of digital technologies to enhance understanding of mathematical concepts is developing well. Their research skills are not as strong.

For development:

- Enable students to develop skills of investigation and research consistently.

Science

	Primary	Secondary
Attainment	Good	Good
Progress	Good	Good

- In both phases, external and internal assessment information show that students' progress is very good. However, in lessons, most students are meeting expectations, in terms of knowledge, skills and understanding with only a few exceeding these expectations.
- Across all phases, students are developing their experimental and enquiry skills successfully. Most students are able to make predictions and write valid hypotheses about their investigations. Secondary students communicate their findings confidently through presentations and the use of digital technology.
- Across all phases, recent initiatives have improved students' critical thinking skills and their ability to work scientifically. However, the level of challenge is not sufficient to enable students to achieve higher standards and become more independent learners.

For development:

- Increase the level of challenge and provide more opportunities for students, in all year groups, to be more independent learners.

Learning Skills

	Primary	Secondary
Learning skills	Good	Good

- Across both phases, most students participate successfully in lessons and are active learners. Most students are able to take responsibility for their own learning and the assessment of it. Opportunities for students to do this are less consistent in the secondary phase.
- Most students work well in small groups. They interact well with their peers and are able to communicate their learning confidently. However, students' experience of learning collaboratively varies across subjects. A few students are able to interpret investigative findings in depth and succinctly.
- Most students use digital technology confidently to carry out independent research and to support their learning. They are developing their critical thinking and problem-solving skills successfully. However, this is not consistent in all subjects.

For development:

- Provide more opportunities for students to apply critical thinking to investigative tasks and to present their findings in lessons.

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

	Primary	Secondary
Personal development	Very good	Very good

- Students are highly motivated learners. They enjoy coming to school and feel safe, valued and well-supported. They are consistently well-behaved both inside and outside the classroom. They show genuine care and concern towards their peers.
- Most students show maturity when learning in collaboration with others. They are self-reliant and have respectful relationships with peers and adults. Students' attendance is very good across both phases and their punctuality to lessons has improved. Bullying is rare.
- Students have a well-developed understanding of healthy lifestyles. They consciously make healthy food choices. Most students take part in regular sporting activities, both in physical education lessons and in the wide range of extra-curricular sports clubs.

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

- Students across the school demonstrate secure knowledge and understanding of Islamic values. They fully appreciate how these values relate to themselves and the wider UAE society. They strive to apply values such as tolerance, care and support for the less fortunate.
- Most students have a strong appreciation of Emirati culture and heritage. They initiate and participate in a variety of extra-curricular activities, such as desert camping and taking part in national celebrations, that reinforce their understanding of Emirati culture.
- Students demonstrate an excellent understanding and pride in their own cultures. They appreciate the school's diverse community and celebrate the world cultures represented in school on international day and in a variety of school projects.

	Primary	Secondary
Social responsibility and innovation skills	Very good	Very good

- Across the school, students have a strong sense of social responsibility. They participate willingly in a range of activities that enable them to make positive contributions to the school and wider communities.
- Most students have a positive work ethic. They enjoy working together, sharing and exchanging ideas. The student council contributes to the school's life by suggesting and organising many school events. Students are starting to develop innovation and enterprise skills and have a strong awareness of environmental issues.
- Leaders across the school are innovative and creative in raising students' awareness of their responsibilities towards their immediate community and the wider world. Curriculum developments are enabling students to increase their leadership skills.

3. Teaching and assessment

	Primary	Secondary
Teaching for effective learning	Good	Good

- Most teachers have a secure knowledge of their subject and convey it confidently to the learners. They understand how students learn and many modify their lessons accordingly. Teaching is most effective in English and mathematics.
- Lessons are well-structured with clear learning goals. Resources, including digital technologies, are generally used well to enhance and consolidate learning. Teachers' positive interactions with students contribute to supportive learning environments.
- In the most effective lessons, teachers provide opportunities for students to develop critical thinking and independent learning skills. However, this is not consistent in all subjects and, across the school, lessons are often overly teacher-led.

	Primary	Secondary
Assessment	Very good ↑	Very good ↑
<ul style="list-style-type: none"> In most subjects, internal assessment processes are consistently rigorous and linked closely to the National Curriculum of England. The tracking of students' progress is very effective. The school monitors and records in detail the performance of individual students across subjects. The school analyses a range of internal and external assessment information. The information the school gathers is used to very good effect during meetings with individual students to check their progress and to adapt the curriculum if a specific weakness is identified. Most teachers have very good knowledge of the strengths and weaknesses of their students and plan to meet their individual needs. Effective interventions are quickly put in place to support learning. Written feedback on students' work is a regular feature in all subjects. 		

For development:

- Provide more consistent opportunities in all subjects for students to develop critical thinking and independent learning skills.

4. Curriculum

	Primary	Secondary
Curriculum design and implementation	Very good	Very good
<ul style="list-style-type: none"> Improvements to the curriculum include the enhancement of provision for Year 10, with elective courses such as psychology, photography, business and instrumental music. The mathematics curriculum in the primary phase has been revised, with greater emphasis upon mental calculation and problem-solving skills. In most subjects, students' knowledge and skills build progressively from year to year. Strengths of the curriculum include the over-arching themes of enquiry that unite the subjects. These themes engage students' interest and help them better understand the wider world. In primary English, new reading resources engage the boys more effectively. In science, more emphasis is now given to developing investigative skills. The design of the curriculum in Arabic, especially in the secondary phase, and in Islamic education, does not promote consistent progression in students' learning. Moral education is taught as a discrete subject in both phases. 		

	Primary	Secondary
Curriculum adaptation	Very good	Very good

- Adaptations to the curriculum include 'Curriculum Plus' sessions in the secondary phase, which focus on any gaps in students' learning that are revealed through assessment. Modifications for students of determination include opportunities for work experience and reduced requirements for learning science.
- Effective adaptations are made to the curriculum in English and mathematics. These are based on the very good use of assessment information and contribute to the very good progress students make in these subjects. Successful adaptations are also made for students with gifts and talents.
- The curriculum is generally adapted very well to meet the needs of students. However, some teachers do not fully implement the accommodations listed in the individual learning plans of students of determination.

For development:

- Ensure that the curriculum for Islamic education enables continuous progress by avoiding repetition of content year-to-year.
- In Arabic as a first language, identify and address gaps in the curriculum to allow secondary students to make better progress.

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

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

- The school has rigorous policies and procedures for safeguarding and child protection. Staff are highly effective in keeping students safe from all kinds of abuse, including all types of bullying. The policies are very detailed and clearly specify procedures and individual responsibilities.
- The school provides a secure environment for students and staff. The premises and equipment are maintained in excellent condition. Detailed records are kept of the action taken to rectify any problems that are identified during the regular safety checks of the premises.
- Healthy living is promoted effectively throughout the school. Through healthy living workshops, students receive guidance from the medical staff on diet and fitness. Health records are maintained securely. Where necessary, teachers are confidentially informed of students' health concerns.

	Primary	Secondary
Care and support	Very good	Very good

- Positive and respectful relationships are evident between staff and students throughout the school. Students conform willingly to the school's behaviour policy. Valuable care and professional support for any students experiencing social or emotional difficulties are provided by the school counsellor and pastoral staff.
- The school promotes attendance and punctuality very effectively. Excellent tracking systems are in place to ensure that absences are recorded and followed up promptly. Students are consistently punctual in arriving to lessons during the school day.
- The inclusion team uses a wide range of assessment procedures to identify students of determination and those with gifts and talents. Guidance procedures are being developed to enable older students to make subject choices that match their further education and career aspirations.

For development:

- Update the procedures for student evacuation to ensure that they comply with current best practice.
- Embed guidance systems in the secondary phase that enable students to identify appropriate career paths and provide them with opportunities to engage in authentic work experience.

Inclusion of students of determination (Students of determination)

Provision and outcomes for students of determination	Very good
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- Overall the school leaders, managers and governors are highly effective in implementing and monitoring the school's inclusive education improvement plan. The inclusion champion and inclusion governor work together as a cohesive team.
- A wide range of assessment procedures is used to ensure the accurate identification of students' learning needs. Where students are provided with support by specialist teachers, they make very good progress. However, this level of support is not embedded in the practice of all teachers.
- Links with parents of students of determination are very strong. Effective home-school communication is given a high priority. Consultations with parents take place regularly, and students' progress and the targets in their learning 'passports' are reviewed during termly meetings.
- Provision for students of determination is very well organised and students are very well engaged in meaningful learning across the curriculum. In most lessons, students make good progress because curriculum modifications effectively match their individual learning needs.
- A range of information from students' work and teachers' assessments shows that almost all students of determination make better than expected progress in relation to their starting points. They acquire self-confidence and well-developed personal and social skills.

For development:

- Ensure that all teachers are aware of their roles and responsibilities in implementing the individual learning plans of students of determination.

6. Leadership and management

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

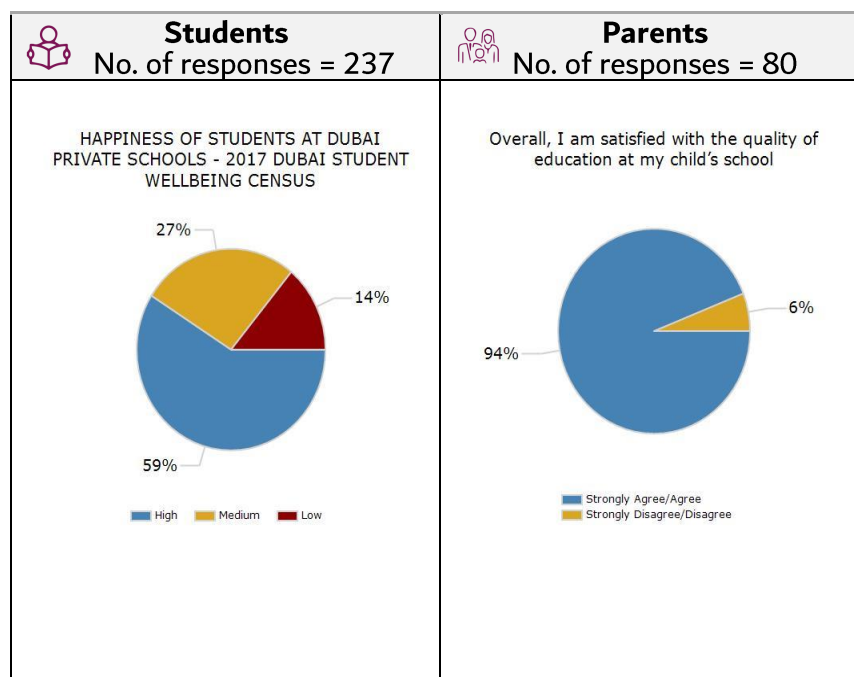
- The senior leadership team is ambitious and displays a high level of professional competence. Leaders ensure that the school is inclusive and communicate a clear view of its aims and values. Relationships and communication are consistently professional and effective. The emphasis on consultation and team work leads to high levels of commitment by staff. Distributive leadership empowers individuals and teams to create carefully considered plans for future development leading to school improvement.
- Self-evaluation arrangements are comprehensive. Effective performance management arrangements help the school to evaluate accurately and address the professional needs of staff. Development plans are sufficiently comprehensive and clear. Recent action has brought about improvements in the work of the school and progress has been made in addressing the recommendations from the last inspection. However, in the desire to improve, leaders drive forward too rapidly to ensure that initiatives are fully embedded.
- Parents are highly supportive of the school and their views are valued. They participate fully in the life of the school and are active partners in their children's learning. The school uses a wide range of methods, including social media, to communicate with parents. Regular reports provide helpful, detailed and accurate information regarding students' achievements. The school community gains from the strong partnerships that support students' academic and personal development.
- The school advisory board and the executive board meet regularly to review the work of the school and provide strategic guidance. Feedback from parents, staff and students is a fundamental part of school decision-making. Governors receive comprehensive information on the achievements and personal development of all students, and hold leaders fully to account for the school's performance. They provide essential expertise in shaping the school's further development
- All staff work together to ensure that the day-to-day management of the school is well organised. Teachers are suitably deployed to promote students' achievement. All staff benefit from ongoing professional training. The learning areas, including the specialist music, design and technology, and sport and recreation facilities, are of high quality and conducive to effective teaching and learning. However, there are insufficient library books to fully support learning in all subjects.



For development:

- Manage the pace of school improvement to ensure that all initiatives are fully embedded.
- Extend the provision of library books to support teaching and learning in all subjects.

The View of parents and senior students

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



 Students	<ul style="list-style-type: none"> Almost all students believe that they engage well with their teachers and feel they belong in the school. Most students are happy and optimistic about their school life, although a large minority comment that they worry about things. Most students agreed that there are adults who are important to them and who help motivate them in their work. These opinions were confirmed during inspection.
 Parents	<ul style="list-style-type: none"> Almost all parents are satisfied with the quality of education offered by the school, which was highlighted by positive individual comments. They believe that school leaders and staff listen to their views and ideas. Most parents are involved in school activities at least once each month and feel that this brings a strong feeling of community to the school. These opinions were confirmed during inspection.

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