"THE RACE FOR EXCELLENCE HAS NO FINISH LINE."

— SHEIKH MOHAMMED BIN RASHID AL MAKTOUM

ACCEPTABLE

DUBAI
Knowledge المعرفة

INSPECTION REPORT

2017-2018

The Indian International School (DSO Bra...

Celebrating 10 years of inspections

The Indian International School
(DSO Branch)

INDIAN (CBSE) CURRICULUM

Contents

School information

General information

Location	Dubai Silicon Oasis
Type of school	Private
Opening year of school	2011
Website	ihsdxb.info
Telephone	00971-4-3423909
Address	Plot No. 27-002 Nad Al Sheba, Silicon Oasis, Dubai
Principal	Mrs. Geetha Murali
Principal - Date appointed	4/25/2011
Language of instruction	English
Inspection dates	25 to 28 September 2017

Teachers / Support staff

Number of teachers	235
Largest nationality group of teachers	Indian
Number of teaching assistants	24
Teacher-student ratio	1:11
Number of guidance counsellors	1
Teacher turnover	10%

Students

Gender of students	Boys and girls
Age range	4-13
Grades or year groups	KG 1-Grade 9
Number of students on roll	2323
Number of children in pre-kindergarten	0
Number of Emirati students	0
Number of students with SEND	156
Largest nationality group of students	Indian

Curriculum

Educational permit / Licence	Indian
Main curriculum	CBSE
External tests and examinations	CBSE
Accreditation	CBSE
National Agenda benchmark tests	CAT4, ASSET

School Journey for The Indian International School (DSO

Outstanding | Very Good | Good | Acceptable | Weak | Very Weak

| 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
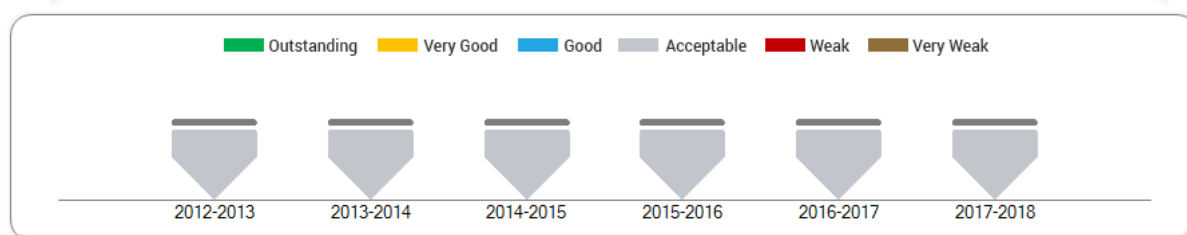
The DSIB inspection process

In order to judge the overall quality of education provided by schools, inspectors consider the six standards of performance that form the basis of the UAE School Inspection Framework (the framework). They look at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judge how effective teaching and the assessment of learning are across the school. Inspectors consider how well the school's curriculum, including activities inside and outside classrooms, meet the educational needs of all students. They judge how well schools protect and support children. In addition, inspectors judge the effectiveness of leadership, which incorporates governance, management, staffing and facilities.

Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

Judgements are made on a six-point scale

DSIB inspection teams make judgements about different aspects, phases and subjects that form the work of the school, using the scale below, which is consistent with the framework.

Outstanding	Quality of performance substantially exceeds the expectation of the UAE
Very good	Quality of performance exceeds the expectation of the UAE
Good	Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)
Acceptable	Quality of performance meets the minimum level of quality required in the UAE (This is the minimum level for every school in the UAE)
Weak	Quality of performance is below the expectation of the UAE
Very weak	Quality of performance is significantly below the expectation of the UAE

Summary of inspection findings 2017-2018

The Indian International School (DSO Branch) was inspected by DSIB from 25 to 28 September 2017. The overall quality of education provided by the school is acceptable. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

Leadership and management

School leaders are committed and keen to drive improvements. This is evident in the raised students' achievement levels in mathematics. Most leaders are aware of the next steps needed, but not all middle leaders understand how to implement these. Governors continue to support the school effectively in areas such as special educational needs and disabilities (SEND), management and infrastructure. However, they do not fully hold school leaders to account for the quality of teaching, learning and assessment.

Students' achievement

Students' attainment and progress in almost all phases and subjects remain similar to those of last year. However, there is a clear improvement in students' achievement in mathematics. This is particularly evident in their attainment in primary, middle and secondary phases and their progress in middle and secondary phases.

Students' personal and social development, and their innovation skills

Students' personal and social development is a strength across all phases of the school. They have a strong work ethic and participate in a range of community activities. They have strong understanding of their own culture and that of the UAE. Their understanding of world cultures is developing.

Teaching and assessment

Teachers do not challenge students sufficiently. They do not ensure that students' independent learning skills, creative thinking and use of prior knowledge are common features of lessons. Assessment data is analysed regularly, but the resultant information is not used consistently to personalise learning.

Curriculum

The curriculum is regularly reviewed and is aligned with the National Agenda. It incorporates national priorities such as moral education and reading. The curriculum is broad, balanced, and includes planning for social studies. Curriculum adaptation to meet the needs of different groups of students is at the early stages of implementation.

The protection, care, guidance and support of students

The arrangements for the protection, support and care of students remain a strength of the school. The school is committed to the well-being of all students which is reflected in the policies, procedures and plans in place. As a result, students' punctuality and attendance are good across the phases.

What the school does best

- Students' attainment and progress in the Kindergarten (KG) and their personal and social development
- Students' attainment in all phases in mathematics and their progress in the middle and secondary phases
- Students' behaviour and attitudes and the provision for their health and safety
- The good provision for the students with SEND in the learning centre.

Key recommendations

- Governors and leaders at all levels should ensure all improvement plans have a positive impact on students' achievement by:
    - improving teachers' understanding and implementation of good teaching practices and matching activities to the needs of individual students
    - ensuring that lessons focus on developing students' learning skills, knowledge and understanding
    - improving and monitoring teachers' use of assessment data to deliver lessons that build on students' prior knowledge and identify their next steps in learning
    - accurately evaluating the impact of teaching strategies on students' learning skills and achievement in all subjects and phases.

Overall School Performance

Acceptable

1. Students' Achievement

		KG	Primary	Middle	Secondary
Islamic education	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Good	Good	Good
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	Acceptable
	Progress	Not applicable	Good	Acceptable	Acceptable
English	Attainment	Good	Acceptable	Acceptable	Acceptable
	Progress	Good	Acceptable	Acceptable	Acceptable
Mathematics	Attainment	Good	Good ⬆	Good ⬆	Good ⬆
	Progress	Good	Acceptable	Good ⬆	Good ⬆
Science	Attainment	Good	Acceptable	Good	Good
	Progress	Good	Acceptable	Good	Good

	KG	Primary	Middle	Secondary
Learning skills	Good	Acceptable	Good	Good

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

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

3. Teaching and assessment

	KG	Primary	Middle	Secondary
Teaching for effective learning	Good	Acceptable	Good	Good
Assessment	Good	Acceptable	Acceptable	Acceptable

4. Curriculum

	KG	Primary	Middle	Secondary
Curriculum design and implementation	Very good	Good	Good	Good
Curriculum adaptation	Good	Acceptable	Acceptable	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	Acceptable
School self-evaluation and improvement planning	Acceptable
Parents and the community	Good
Governance	Acceptable
Management, staffing, facilities and resources	Good

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, with education being a prime focus. The National Agenda includes two major objectives developed with the intention of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries in the 'Programme for International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.

In response to this, each participating school was issued a report on their students' performance in these international assessments and, in addition, they were provided with clear targets for improving their performance. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving their individual National Agenda targets through the use of external benchmarking assessments.

The following section focuses on the impact of the National Agenda Parameter in meeting the school's targets:

- Attainment as indicated by the National Agenda Parameter (N.A.P) benchmarks is above expectations in English, mathematics, and science. The school meets the registration requirements for the National Agenda parameter.

- The school's action plan is clear and addresses most key strategies to move towards the National Agenda targets. Data analysis is thorough, and some positive impact is evident.

- Detailed analyses of CAT4 data, and comparisons between internal data and the National Agenda assessment data have led to an improved understanding of the existing achievement gaps.

- TIMSS, ASSET and CAT4 are beginning to influence the curriculum. This is in an early stage, but individual skills are being targeted.

- Teaching does not focus sufficiently on developing students' critical thinking, investigations and open-ended problems.

- The N.A.P data and subsequent analyses have had very limited impact on students' use of resources to develop research skills.

Overall, the school's provision for achieving its National Agenda targets meets expectations.

Moral Education

- Moral education is taught as a discrete subject, in addition to planned informal discussions and conversations about relevant topics in other subjects.

- Teachers follow the well-planned curriculum, but in some lessons, their focus is more on values and respect rather than on moral issues and dilemmas.

- Lessons do not always give students enough opportunities to debate and consider different points of view, consequences and repercussions.

- Assessments rely on knowledge acquisition rather than on the impact of moral education on students' views on contentious topics.

The school's implementation of the UAE moral education programme is developing.

Social Studies

- The school offers the UAE social studies, referred to as social science in the upper grades, and has integrated it into the CBSE curriculum.

- Teaching is guided by clear and detailed planning but does not always engage all students. This is particularly the case in the primary phase.

- Students work together and discuss topics, but in lessons, this becomes an individual activity that focuses on fact finding rather than on in-depth research.

- The subject is currently being assessed through a variety of methods including portfolios and journals that link to the Emirati and Indian cultures and heritages.

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

Innovation in Education

- Students participate in innovative projects such as the problem-based learning projects. However, the school is still in an early stage of developing students' innovative skills.

- Older students work enthusiastically to take social responsibility, but their creative and entrepreneurial skills remain limited.

- Some teachers use technology to improve students' understanding of concepts, but this is still largely restricted to gathering information for projects.

- The curriculum is adapted to promote innovative practices in the core subjects. However, opportunities for developing students' critical thinking and problem-solving are limited and inconsistent across the phases.

- School leaders are committed to introducing opportunities into the curriculum to drive an agenda of innovation, but they do not measure the impact of this on promoting a school-wide culture of innovation.

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

Main inspection report

1. Students' achievements

Islamic education		KG	Primary	Middle	Secondary
	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Good	Good	Good

- In all the three phases, the majority of students attain levels of knowledge and understanding that are above the curriculum standards. This is a result of the good progress they have been making over the past few years.

- Students demonstrate strong knowledge and understanding of the Pillars of Islam and faith. They make appropriate progress in developing their understanding of most Islamic concepts and etiquettes. However, their understanding of Sunnah, Seerah and the lives of the Prophet's companions is developing at a slower rate.

- Students have gained a deep understanding of Hadeeth and Fiqh. Their memorisation and recitation skills are improving due to the focus on these in the separate Holy Qur'an lessons.

For development

- Increase the level of challenge in lessons to enable students to improve their progress.

		KG	Primary	Middle	Secondary
Arabic as an additional language	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Good	Acceptable	Acceptable

- Students' work in lessons shows that they make good progress in the primary phase and acceptable progress in the middle and secondary phases. In all three phases, most students respond appropriately to basic questions and engage in simple conversation.

- Students' listening skills are the strongest language skills across all the phases. Their speaking skills are limited because they get opportunities for short conversations only. They can read familiar words and phrases in line with the curriculum standards, but their writing skills are less developed due to teachers' low expectations.

- There has been a steady improvement in students' listening skills but an inconsistent improvement in their speaking and writing skills.

For development

- Ensure that lessons focus on developing students' speaking, reading and writing skills in all the phases.

		KG	Primary	Middle	Secondary
English	Attainment	Good	Acceptable	Acceptable	Acceptable
	Progress	Good	Acceptable	Acceptable	Acceptable

- The school's internal assessment data indicate that students' attainment and progress are better in the KG than in the other phases. This is supported by evidence from lesson observations and work samples. Students' reading comprehension skills are inconsistent, as they do not evaluate and analyse text skilfully.

- In all the phases, students' speaking and listening skills are more developed than their reading and writing skills. This is especially the case in the primary phase. Students do not get sufficient opportunities to practice writing for a variety of purposes.

- Students' achievement levels are similar to their levels in the previous years. Students' learning skills are underdeveloped across the phases.

For development

- Increase opportunities for students to develop their reading and writing skills in the primary, middle and secondary phases.

Mathematics		KG	Primary	Middle	Secondary
	Attainment	Good	Good ⬆	Good ⬆	Good ⬆
	Progress	Good	Acceptable	Good ⬆	Good ⬆

- Students' good levels of attainment, in all the phases are reflected in their results in internal assessments and tests. Students in the KG, middle and secondary phases make good progress in relation to the learning objectives in lessons.

- Students do well especially when they are given opportunity to link their learning in lessons to real-life examples. They demonstrate confidence in both their numeracy skills and mathematical knowledge. They deepen their understanding of mathematical concepts when challenged by the tasks. This is less effective in the primary phase than in the other phases.

- There have been particular improvements in students' attainment levels in the primary, middle and secondary phases. This is especially evident in the high quality of work they present in their notebooks.

For development
- Ensure students are challenged well and consistently across the phases.

Science		KG	Primary	Middle	Secondary
	Attainment	Good	Acceptable	Good	Good
	Progress	Good	Acceptable	Good	Good

- As evident in lessons, students' attainment and progress in the primary phase are not as good as they are in the other three phases. Internal and external assessment data show similar attainment levels across all the phases. Students consistently perform simple experiments or activities across the school.

- Students' investigative skills, whilst not especially strong in any phase, are weaker in the primary phase. In all the phases, students acquire knowledge well but do not develop the skills of science, such as hypothesising and drawing conclusions.

- Teachers' use of assessment data in the classroom has not had a significant impact on students' outcomes. Students' investigative, analytical and evaluative skills remain underdeveloped.

For development
- Provide opportunities in lessons to develop students' scientific and investigative skills.

	KG	Primary	Middle	Secondary
Learning Skills	Good	Acceptable	Good	Good

- Students' learning skills across the school are developing well, as students enjoy their learning and can communicate it clearly. However, in the primary phase, students tend to rely on the teacher in activities rather than work independently.

- Across the school, students collaborate and interact well when working on a common task, such as on a project-based activity. Critical thinking, enquiry and research, although sporadically planned for, are not consistent features of students' learning, especially in the primary phase.

- Although lesson plans systemically outline students' learning skills, these are not consistently implemented in lessons across the phases to meet the different learning needs of all groups of students.

For development

- Ensure effective and consistent development of students' learning skills across all the phases, especially their critical thinking, problem-solving, research and independent learning skills.

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

	KG	Primary	Middle	Secondary
Personal development	Very good	Good	Good	Good

- Students' personal development is a strength across all the phases, especially in the KG. Students have positive and responsible attitudes towards the school and their learning. They are self-disciplined and sensitive to the needs of others.

- Students are respectful towards their peers and teachers and collaborate well. In the classroom, they demonstrate self-reliance and respond well to critical feedback. Their attendance and punctuality are good across the phases.

- Bullying is rare in the school, and students work well together to resolve differences. They understand the value of healthy eating and maintaining an active lifestyle. This is reinforced through both curricular and extra-curricular activities.

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

- Students' understanding of Islamic values and their own culture are very strong, especially in the KG. Their understanding of the UAE heritage and world cultures are less developed in the upper phases.

- Students' appreciation of and respect for the values of life in the UAE are a strength in all the phases. They speak proudly about their own culture, heritage and traditions and how these are integrated into modern life.

- The school's focus on developing students' understanding of the UAE heritage and world cultures has not resulted in improved outcomes in the upper phases.

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

- Students have a positive work ethic, care for their school and seek ways to improve their environment. They promote environmental awareness and sustainability in the school by planting trees, managing electronic waste and celebrating Earth Day.

- Students get many opportunities to be socially responsible and involved in their community. For example, younger students take part in the 'Sing along for a cause' activity, and older students participate in anti-tobacco campaigns across the school.

- The school selects student leaders who understand national priorities such as innovation, to promote their sense of responsibility and to develop the leadership skills they will need in the future in the UAE.

For development
- Develop students' understanding of the UAE heritage and world cultures through innovative activities.

3. Teaching and assessment

	KG	Primary	Middle	Secondary
Teaching for effective learning	Good	Acceptable	Good	Good

- Teaching is strongest in the KG, middle and secondary phases, where teachers modify their teaching to meet the needs of different groups of students. In the KG, teaching is characterised by good subject knowledge and secure understanding of how young children learn best. Rapport between teachers and students is positive in all the phases.

- In many lessons, especially in the primary phase, discussions are limited as teachers tend to use closed questions that do not sufficiently challenge students to optimise their progress. Teachers do not always manage time effectively. Although they differentiate the tasks, these do not always provide enough challenge to all students.

- Many classroom activities do not sufficiently develop students' critical thinking, independent learning, research or innovation skills.

	KG	Primary	Middle	Secondary
Assessment	Good	Acceptable	Acceptable	Acceptable

- The school analyses internal and external assessment data effectively. The assessment information is used by teachers to modify the curriculum and their teaching strategies. However, this is not done consistently or effectively, especially in the primary phase.

- Teachers use assessment information to meet the learning needs of groups of students, especially students with SEND and the children in the KG. However, teachers do not meet the needs of other groups, such as the gifted and talented students, with the same degree of effectiveness.

- The school's use of assessment data to generate targets for individual students and to monitor their progress against these targets is underdeveloped. The analyses of students' skills to inform progress in lessons have not had a discernible impact on students' learning.

For development

- Ensure that teachers consistently use assessment information to meet the needs of all groups of students and challenge them appropriately in lessons.

- Improve the monitoring of the progress of individual and groups of students against clearly-defined targets.

4. Curriculum

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

- The curriculum has a clear rationale and meets all the statutory requirements. It is broad and balanced, especially in the KG. The school has started to modify the curriculum to address student's interests.

- Curriculum mapping allows the appropriate use of time and resources. Horizontal and vertical mapping ensures the curriculum has appropriate progression and transition across the phases. Regular reviews have led to embedding new initiatives into the curriculum. However, the impact of these on students' outcomes is not yet evident.

- Cross curricular links are carefully planned and delivered in the majority of lessons. Thematic assemblies, STEAM projects, project-based learning and the integration of moral values into the curriculum are some methods the school has used to focus the curriculum on the national priorities.

	KG	Primary	Middle	Secondary
Curriculum adaptation	Good	Acceptable	Acceptable	Good

- The school successfully adapts the curriculum in the KG and the secondary phase. Curriculum adaptations are less effective in the other two phases. The school's planning for interventions to meet the needs of individual students and groups of students is developing. Curriculum modifications to cater for the needs of the gifted and talented students are at an early stage.

- The curriculum incorporates various activities and celebrations to appreciate both the UAE and Indian cultures. Coherent learning experiences are embedded into various aspects of school life to develop students' understanding of the UAE culture and Islamic values.

- The curriculum is interesting and offers a wide range of curricular, co-curricular and extracurricular activities. Opportunities for social contribution and community development are well established.

- Arabic as an additional language is not taught in the KG.

For development

Ensure that curriculum adaptations are more effective in the primary and middle phases and lead to improvement in students' outcomes.

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's provision for the care and protection of all students are good across the school. There are clear procedures for child protection that are followed by students and staff. The school provides regular training to ensure that these procedures are fully understood by both teaching and non-teaching staff.

- The school provides a secure environment for students and staff. Rigorous risk assessments are carried out to ensure students' safety when on and off-site visits. Students are kept safe on transport to and from the school.

- Staff work collaboratively to ensure all students are cared for well. Comprehensive health records are updated regularly, and healthy living is promoted through the curriculum and a variety of sporting activities.

	KG	Primary	Middle	Secondary
Care and support	Good	Good	Good	Good

- Positive relationships between staff and students ensure that care and support are equally good in all the phases. Within a positive learning environment, students benefit from effective systems to promote their emotional, physical and academic well-being.

- The school places great emphasis on the need for regular attendance and punctuality. Parents are very supportive and as a result, students' attendance is very good. The school is inclusive and committed to ensuring that students with SEND fulfil their potential.

- While care and support are good, there are inconsistencies in the curriculum modification and support for students with SEND in lessons. The school identifies talented students but does not use a wide enough range of information to identify those who are particularly gifted.

For development

- Ensure that students with SEND and those who are gifted and talented are supported well in all lessons.

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND	Good

- The Governor for inclusive education, the Inclusion Champion and the counsellor promote a vision for inclusive practice across all the phases. The SEND team successfully ensures that the majority of students make good progress. Provision and outcomes for children in the KG are consistently good.

- The assessment practices used to identify students with SEND are well developed. Identification starts on admission to the KG and continues through all the grades. Intervention and support vary according to need. Support is consistently effective in the learning centre but less so in the main lessons.

- Parents are kept well informed about their children's progress. The school provides parents with guidance on how they can help their children at home to overcome any barriers to learning. Parents highly appreciate this guidance.

- In a minority of lessons, varied teaching approaches meet the needs of students with SEND well. However, while the quality of modification is effective in the learning centre, it is inconsistent in the main lessons.
- The majority of students make good progress. However, because teachers do not make enough use of external assessment data, they do not always know their students' individual abilities and needs, particularly students with higher abilities.

For development
- Ensure a greater consistency in the quality of teaching provided for students with SEND and those who are gifted and talented, by ensuring that full use of external assessment data is made to match learning activities to students' needs.

6. Leadership and management

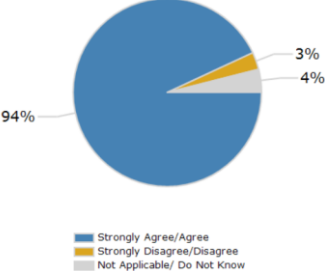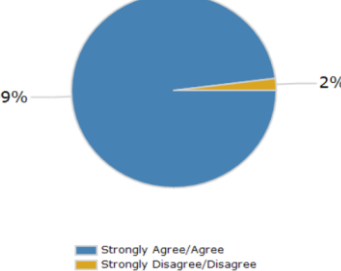|	
The effectiveness of leadership	Acceptable
School self-evaluation and improvement planning	Acceptable
Parents and the community	Good
Governance	Acceptable
Management, staffing, facilities and resources	Good

- School leaders are keen to improve the school and are committed to its vision. They are effective managers but are in the process of developing their understanding of their roles as instructional leaders across the school.

- The school conducts regular internal audits and collects information on various aspects of its work. However, school leaders are not perceptively and effectively using this information to improve their understanding of best practices in teaching, learning and assessment.

- The school is successful in involving parents in a range of activities and events. Parents are well informed about the various school activities and UAE initiatives. They support the school well and believe the school listens to their views.

- The governing body is active in monitoring the performance of the school and provides support when needed. The governing body has not held school leaders to account for improving practices in teaching, learning and assessment in order to raise students' attainment and progress, especially in the primary phase.

- The school is managed efficiently on a day-to-day basis, as all staff follow the school policies. The school is in the process of expanding its well-maintained facilities. Students have access to a range of good facilities, such as the information communication and technology (ICT) and mathematics laboratories, reading areas, and learning centres.

For development
- Ensure all school leaders understand their roles as instructional leaders in order to improve the quality of teaching, learning and assessment in all the phases.

- Develop an accurate and effective self-evaluation process that makes use of the available information to drive improvements in all aspects of school performance.

- The governing board should hold school leaders accountable for improving school provision and students' outcomes.

![Dubai Knowledge المعرفة logo]

The views of parents, teachers and senior students

Before the inspection, the views of the parents, teachers and senior secondary 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 = 336	**Teachers** No. of responses = 179
Not Applicable	I am happy with the work that KHDA is doing — 94% Strongly Agree/Agree, 3% Strongly Disagree/Disagree, 4% Not Applicable/ Do Not Know	Overall, I am satisfied with the quality of education at my school. — 99% Strongly Agree/Agree, 2% Strongly Disagree/Disagree

	Students	Only senior students in Grades 10, 11, and 12 are surveyed in the DSIB system. As the school has only primary and Foundation Stage students and children, no surveys were issued.
	Parents	Parents who responded to the survey, are supportive of the school leaders and indicate that their children are happy and enjoy being at school. Parents have opportunities to give input into the school curriculum, but they would appreciate the opportunity to lead on initiatives and drive change in some areas.
	Teachers	The teachers who completed the survey, are very supportive of the school and state that they receive regular and updated training, especially regarding initiatives such as innovation and the UAE National Agenda.

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