

ACCEPTABLE



2019-2020

# INSPECTION REPORT

IRANIAN CURRICULUM

## Contents

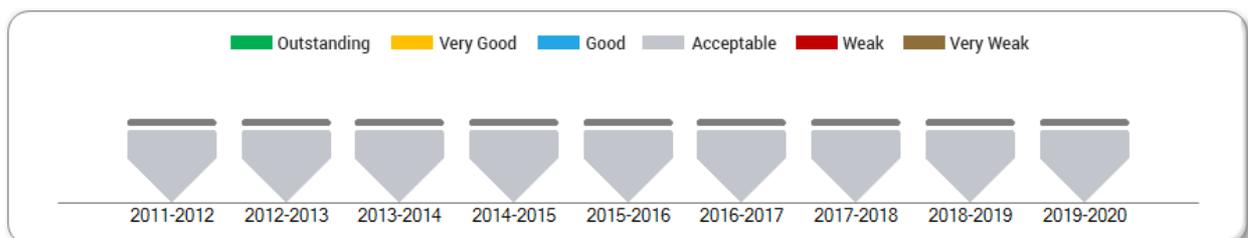
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## School Information

General Information	 Location	Al Karama
	 Opening year of School	1992
	 Website	www.gi_st.com
	 Telephone	043961234
	 Principal	Safoura Amiri
	 Principal - Date appointed	8/15/2019
	 Language of Instruction	Farsi
	 Inspection Dates	25 to 27 November 2019
Students	 Gender of students	Girls
	 Age range	6 to 18
	 Grades or year groups	Grade 1 to Grade 12
	 Number of students on roll	204
	 Number of Emirati students	0
	 Number of students of determination	7
	 Largest nationality group of students	Iranian
Teachers	 Number of teachers	22
	 Largest nationality group of teachers	Iranian
	 Number of teaching assistants	0
	 Teacher-student ratio	30
	 Number of guidance counsellors	1
	 Teacher turnover	36
Curriculum	 Educational Permit/ License	Iranian
	 Main Curriculum	Iranian
	 External Tests and Examinations	Iranian
	 Accreditation	Iranian
	 National Agenda Benchmark Tests	NA

### School Journey for IRANIAN TOWHEED GIRLS SCHOOL



## Summary of Inspection Findings 2019-2020

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

<b>Students Outcomes</b>	<ul style="list-style-type: none"> <li>Students' attainment and progress in Arabic and English are constrained by lack of practice in oral work. In science, students' good attainment and progress in the middle and high phases are not matched in the primary phase. In mathematics, progress remains good, while attainment remains acceptable, as in UAE social studies. Students' good learning skills benefit from increased opportunities to work together in groups in lessons.</li> <li>Throughout all phases, students demonstrate very good to outstanding personal responsibility. Those in the high phase provide outstanding leadership for health, well-being, and conservationist activities. Older students act as caring 'older sisters' for those in the primary phase. Anti-bullying champions in the middle phase help to develop kindness and tolerance. Students' social responsibility and entrepreneurship are demonstrated through high-quality murals, and through creative activities to promote well-being.</li> </ul>
<b>Provision for learners</b>	<ul style="list-style-type: none"> <li>Students in the middle and high phases have more consistent opportunities to learn collaboratively than do those in the primary phase. Across the phases, teachers underestimate students' abilities. They do not provide a range of tasks and activities which are well matched to the learning needs and achievement potential of groups and individuals. Assessments do not provide enough information on students' strengths and development needs.</li> <li>The school curriculum does not meet the requirements of the UAE Ministry of Education (MoE) for the teaching of Islamic education. Greater attention to collaborative learning skills increasingly complements the focus on knowledge and understanding in key subjects. A range of community events, assemblies, celebrations, trips and visits supports students' personal development and their knowledge and understanding of the culture of the UAE. Adaptations to meet students' learning needs are underdeveloped.</li> <li>Rigorous attention to the safeguarding of students complements practical measures to keep them safe and secure in school and on school transport. Students' health and well-being are carefully monitored. There is no elevator. The caring and respectful school ethos enables students to enjoy school life. Extra-curricular opportunities which allow students with gifts and talents to excel are not matched by similar activities in lessons.</li> </ul>
<b>Leadership and management</b>	<ul style="list-style-type: none"> <li>The recently-appointed principal has overseen improvement in students' personal development. Teaching supports more collaborative student learning. Self-evaluation continues to reach overoptimistic judgements of students' attainment. Very strong partnership with parents supports valued additional activities for students. Governors continue to add facilities and resources, but have not secured improvement to attainment. Teachers' professional training does not consistently result in improved teaching.</li> </ul>

### The Best Features of The School:

- Students' very good to outstanding personal responsibility, and their very good understanding of Islamic values and the culture of the UAE
- The very good levels of personal support afforded to students in the high phase
- The very good partnership with parents that contributes significantly to students' personal development and social responsibility

### Key Recommendations:

- Improve attainment in all phases by raising teachers' expectations, by providing more challenge for students, and by giving students more opportunities to learn independently.
- Improve teachers' use of assessment to plan and teach lessons that meet all students' needs.
- Ensure that school leaders and governors acquire accurate evidence of the quality of students' attainment and of the work of the school.

## Overall School Performance

### Acceptable

#### 1. Students' Achievement

		Primary	Middle	High
 <p>Islamic Education</p>	Attainment	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable
 <p>Arabic as a First Language</p>	Attainment	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable
 <p>Arabic as an Additional Language</p>	Attainment	Acceptable	Acceptable	Not applicable
	Progress	Acceptable	Acceptable	Not applicable
 <p>English</p>	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Good
 <p>Mathematics</p>	Attainment	Acceptable	Acceptable	Good
	Progress	Good	Good	Good
 <p>Science</p>	Attainment	Acceptable	Good	Good
	Progress	Acceptable	Good	Good
 <p>UAE Social Studies</p>	Attainment	Acceptable		

	Primary	Middle	High
<b>Learning skills</b>	Good	Good	Good

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

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

## 3. Teaching and assessment

	Primary	Middle	High
Teaching for effective learning	Acceptable	Good	Good
Assessment	Acceptable	Acceptable	Acceptable

## 4. Curriculum

	Primary	Middle	High
Curriculum design and implementation	Acceptable	Acceptable	Acceptable
Curriculum adaptation	Acceptable	Acceptable	Acceptable

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

	Primary	Middle	High
Health and safety, including arrangements for child protection/ safeguarding	Good	Good	Good
Care and support	Good	Good	Very good

## 6. Leadership and management

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

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

## National Priorities

### National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the 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.](#)

Not applicable

### For Development:

Not applicable

### Moral Education

- Teaching is secure and appeals to students through interesting topics presented in appropriate language, thus enabling them to access the curriculum easily.
- Students' learning is not adequately assessed. The school uses only basic on-going evaluations. Reporting to parents is in line with the other subjects.
- Moral education is taught from Grade 1 to Grade 12 and all key concepts from the curriculum are addressed.

**The school's implementation of moral education is below expectations.**

#### For Development:

- Ensure that teachers use appropriate forms of assessment of students' learning.

### Innovation

- Students think innovatively and work creatively in a range of extra-curricular projects. They use information technology (IT) competently to enhance learning in a few subjects.
- An increasing number of students participate in creative projects that actively develop their social responsibility. They participate keenly in events related to sustainability and innovation.
- Teaching in robotics and in science, technology, engineering, art and mathematics (STEAM) classes provides opportunities to extend students' innovative, creative thinking. In most other subjects this aspect of teaching is not well developed.
- Curriculum plans in some subjects include opportunities that promote innovation. In the high-phase curriculum, planning includes experiences that develop students' entrepreneurial skills.
- The principal clearly promotes a culture of innovation, well demonstrated by students' participation in the increasing range of extra-curricular projects, but less consistently evident in mainstream curricular subjects.

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

#### For Development:

- Ensure that opportunities for innovation are systemically incorporated into curriculum planning in all subject areas.

## Main Inspection Report

### 1. Students' Achievement

#### Islamic Education

	Primary	Middle	High
Attainment	Not applicable	Not applicable	Not applicable
Progress	Not applicable	Not applicable	Not applicable

Not Applicable

#### For Development:

Not Applicable

#### Arabic as an Additional Language

	Primary	Middle	High
Attainment	Acceptable	Acceptable	Not applicable
Progress	Acceptable	Acceptable	Not applicable

- Students' attainment and progress in lower grades in the primary phase are more positive than in upper phases. Students in the middle phase do not sustain their early progress.
- Most students have strong listening and responding skills. Their reading aloud is accurate, but their reading comprehension skills less so. Fundamental writing skills are sound. Independent extended writing, and speaking with confidence, are not well developed.
- Teachers use IT in their presentations in order to engage the students. However, students' linguistic competence does not show improvement as a result. Students do not have enough opportunities to practise speaking Arabic.

#### For Development:

- Improve students' reading comprehension and independent writing by raising teachers' expectations and the level of challenge.
- Modify the curriculum and adapt teaching strategies in order to meet the needs of different groups of students, and fill the gaps in their learning.

## English

	Primary	Middle	High
Attainment	Acceptable	Acceptable	Acceptable
Progress	Acceptable	Acceptable	Good

- Students in the primary phase develop their speaking skills gradually and read aloud accurately. In the middle phase, grammar skills are sufficient to write accurate sentences. Those in the high phase make better progress. They communicate more clearly in speaking and in writing.
- Students in the primary phase have a good awareness of phonics. In the middle and high phases, they demonstrate good skills in reading aloud, when given the opportunity. Independent speaking and extended writing skills are underdeveloped in the primary and middle phases.
- Students have limited opportunities to practise the full range of communication skills. They are not consistently well challenged by lesson activities. Students' speaking skills are particularly constrained in the primary and middle phases.

### For Development:

- Ensure that students practise extensively the full range of their communication skills.
- Extend the opportunities for students to write independently at length in a variety of styles, and ensure that they have the necessary support.

## Mathematics

	Primary	Middle	High
Attainment	Acceptable	Acceptable	Good
Progress	Good	Good	Good

- In the high phase, students' mathematical skills are well developed in all aspects. In the primary and middle phases, insecure mental calculation restricts the development of students' mathematical thinking and reasoning. Across the phases, students' progress is well supported by increasingly collaborative learning.
- Students in the primary phase apply adequate numeracy skills to real-life contexts. In the middle phase, they develop their understanding of zero and negative exponents. In the high school phase, students respond well to increasingly complex questions. They successfully model problems using graphs.
- In the primary and middle phases, critical thinking, enquiry, and reasoning skills are not adequately developed. The range of courses and more effective teaching in secondary-phase classes provide opportunities for students to study more challenging topics, and foster good attainment and progress.

### For Development:

- Provide consistent opportunities for critical thinking, enquiry, problem-solving and research in all classes.

## Science

	Primary	Middle	High
Attainment	Acceptable	Good	Good
Progress	Acceptable	Good	Good

- Results from external and internal assessments indicate that most students meet, and a majority exceed, expected performance levels. In the primary phase, attainment and progress match curriculum requirements. In the middle and high phases, students progress better because they develop scientific enquiry skills more effectively.
- Students apply their understanding of scientific concepts well to real-life examples in all phases. Lack of challenge in lesson tasks hinders better progress. In the more effective lessons, students apply scientific reasoning well, based on earlier learning.
- Students in the primary phase are now developing basic investigative skills. In the high phase, students apply scientific enquiry to design their own experiments to test hypotheses, record their findings and draw conclusions from their scientific understanding.

### For Development:

- Improve attainment and progress through more challenging tasks that expand students' knowledge and understanding of scientific concepts.
- Teach the application of the scientific method in the primary phase, and lead all students to make predictions and draw conclusions.

## UAE Social Studies

	All phases
Attainment	Acceptable

- Students attain highly in the school's own assessments of their performance. These levels of attainment are considerably less evident in students' work in class. Attainment in the middle phase is consistently stronger than in primary phase, helped by students' collaborative learning and enquiry.
- Students in the primary phase progressively develop a broad understanding of the UAE from its founding and early times to the present. Those in the middle phase confidently articulate their increasing knowledge and understanding of the country's development and economic diversification.
- Teachers encourage students to find things out for themselves, and so develop their capacity for independent learning. Students benefit significantly from opportunities to learn together in groups.

### For Development:

- Support students to attain more highly through further opportunities to learn together in the primary phase.
- Plan more challenging tasks in lessons and use more accurate assessments throughout.

## Learning Skills

	Primary	Middle	High
Learning skills	Good	Good	Good

- Students' interaction, collaboration and communication skills in the high phase are better than elsewhere. Their application of learning to everyday life is marginally stronger in the middle and secondary phases.
- Students are eager to learn, and are keen to take responsibility. They use critical thinking and research skills actively when given the opportunity. They interact and communicate well in a range of learning situations. They use IT appropriately to support learning.
- Students' higher-order thinking skills, including problem-solving skills, are not well developed. They participate in a reasonable range of projects in order to enhance their innovation and entrepreneurial skills. However, innovation and entrepreneurship are inconsistently embedded across subjects, grades and phases.

### For Development:

- Develop students' higher-order thinking skills, including problem-solving skills, more consistently across all grades and subjects.

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

	Primary	Middle	High
Personal development	Very good	Outstanding	Outstanding

- Students demonstrate excellent attitudes towards learning. They enjoy school life. They behave extremely well throughout the school. Attendance levels are high. Students assume leadership roles with admirable self-confidence and expertise, in assemblies, school activities and projects.
- Students know very well how to lead a healthy lifestyle. They have a detailed understanding of healthy food and the benefits of daily exercise. Enthusiastic and knowledgeable senior students give constructive advice that promotes their fellow-students' health.
- Relationships between students and staff are very positive, and are securely based on mutual respect and trust. Teachers often treat students as adults, and maintain that relationship on a daily basis.

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

- Students in all phases have an excellent knowledge and awareness of the Islamic values that play a major role in social harmony. They show a very thorough understanding of the importance of tolerance and respect for others, regardless of religions and nationalities.
- Students have a very good understanding of Emirati culture and society. Through different activities and events that the school celebrates, such as National and Flag Days, students become very knowledgeable about life in the UAE.
- Students have a deep knowledge of their own culture. They speak proudly about their own country, giving details of different traditions in different areas of Iran. They have a good and steadily developing knowledge of other cultures.

	Primary	Middle	High
Social responsibility and innovation skills	Good ↑	Good	Good

- Students in the high phase participate more often in school activities and initiatives than do students in the other phases. Students' awareness of environmental issues and challenges is relatively stronger in the primary phase.
- Students are very aware of environmental issues and challenges. They are actively involved in a range of projects, and are well motivated to complete them. They have contributed successfully to some entrepreneurship projects within the school.
- The school aims to engage students in a developing range of activities in order to engage them further and to promote innovation. However, students do not have consistent opportunities to take lead roles in designing, monitoring and maintaining these projects fully.

**For Development:**

- Improve students' knowledge and understanding of world cultures.
- Enhance students' innovation and entrepreneurial skills, and their community contribution, by giving them regular opportunities to participate, design and lead in all projects.

**3. Teaching and assessment**

	Primary	Middle	High
Teaching for effective learning	Acceptable	Good	Good

- Teaching methods and questioning to develop students' knowledge and understanding are more effective in the middle and high phases. In the primary phase, undemanding questioning and low levels of challenge in lessons too often restrict students' attainment.
- Positive interactions between students and teachers encourage good discussions during lessons. However, students have only limited opportunities to practise their speaking skills in Arabic and English. Teachers' low expectations limit students' independent learning skills, especially in the primary phase.
- Teachers now provide more opportunities for students to work in groups. They are beginning to use questioning and interesting activities that develop students' critical thinking skills, especially in science. Activities in class do not meet all students' different learning needs.

	Primary	Middle	High
Assessment	Acceptable	Acceptable	Acceptable

- The school has appropriate assessment systems and processes. Internal assessments are aligned to the Iranian curriculum standards in English, mathematics and science. The well-moderated examinations give information that is valid and reliable in most subjects.
- The school has administered international benchmarking tests in particular grades in the primary and middle phases, in addition to the Iranian Ministry of Education examinations in all core subjects. The school does not use analyses of these results for curriculum adaptation.
- Electronic tracking of the attainment of individuals and groups is not used well to set targets for students' progress. Teachers do not use assessment information well enough to plan tasks that meet differing learning needs. Lesson activities often lack rigour and challenge.

**For Development:**

- Raise teachers' expectations of all students' higher-order thinking and independent learning capabilities, and develop these skills.
- Use information from assessments to plan lessons that meet the learning needs of all groups of students.

**4. Curriculum**

	Primary	Middle	High
Curriculum design and implementation	Acceptable	Acceptable	Acceptable

- The curriculum does not meet the UAE MoE requirements for Islamic education. It is closely matched to Iranian MoE expectations. It has a clear rationale and is focused on knowledge and understanding. Additional time is now devoted to the development of reading skills.
- Transitions across phases build adequately on students' prior learning. Limited choices within curricular subjects are complemented by additional extra-curricular activities, often led by students. Older students follow mathematics or science curriculum pathways in the high phase.
- Regular review ensures that the curriculum reflects the curricular expectations of the Iranian Ministry of Education. Assessment information is not used to provide for the needs of all ability groups consistently across the key subjects.

	Primary	Middle	High
Curriculum adaptation	Acceptable	Acceptable	Acceptable

- Teachers do not adapt the curriculum to cater more than adequately for the needs of all groups. In lessons, support for students of determination is not consistently focused on helping them to surmount barriers to learning, or to develop independence and resilience.
- The curriculum is enriched with a variety of extra-curricular activities, very well focused on health and well-being, cultural and community events. However, these activities do not support all students equally to develop their interests.
- A number of curricular opportunities enable all students to increase their very strong awareness and understanding of Emirati culture and UAE society. Beyond UAE social studies, however, teachers do not regularly or systematically plan the integration of UAE culture into their lessons.

**For Development:**

- Complement the emphasis on reading skills with regular opportunities for critical thinking and problem-solving.
- Provide more opportunities for student-led initiatives that promote enterprise, innovation, creativity and social contribution across the curriculum.

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

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

- The school premises are clean, hygienic and well maintained. Students' arrival and departure on school transport are well supervised. Maintenance and repair records are not always well kept. Emergency evacuations are conducted as required, but their effectiveness is not always kept under review.
- Specialist staff ensure students' well-being. They increase students' awareness of healthy living through topics such as personal hygiene, breast cancer and diabetes. A new outdoor play facility provides a more stimulating environment for younger students.
- Staff are well trained in safeguarding procedures. Teachers and students act in partnership to raise awareness of the robust child-protection and anti-bullying policies, developed since the previous inspection. The provision of ramps improves accessibility.

	Primary	Middle	High
Care and support	Good	Good	Very good

- A caring ethos and respectful relationships enable students to enjoy school life. All staff are highly aware of and focused on students’ health, well-being and personal development. Guidance on subject choices and higher education pathways is particularly effective for older students.
- Regular attendance and punctuality are strong features of the school. Students with gifts and talents have opportunities to excel through extra-curricular activities. However, in most lessons there is insufficient challenge or support for these students.
- The school has improved the processes for identifying students of determination. Individualised plans are beginning to guide classroom practice more effectively. Imaginative approaches, involving students as ambassadors, ensure that any incidents of bullying are dealt with promptly.

**For Development:**

- Review emergency evacuation procedures to ensure that they are efficient and effective.
- Provide suitably challenging activities and support in lessons to enable students with gifts and talents to excel and to achieve their potential.

**Inclusion of students of determination**

Provision and outcomes for students of determination	Acceptable
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- Leaders promote an inclusive and caring ethos that permeates all aspects of school life. Well-focused strategic planning is beginning to have a positive effect on the quality of provision for students of determination. Teachers’ professional training has not been fully effective.
- Identification of barriers to learning, and of students’ specific needs, is more accurate. Individualised programmes are carefully planned and contain clearer targets. Teachers’ classroom interventions lack clear teaching strategies and measures of success.
- Parents value the school’s welcoming and inclusive ethos, the regular communication on their children’s achievements, and the guidance which they receive to help their children’s learning at home. They are highly satisfied with their involvement in planning and in reviewing their children’s progress.
- Students benefit from individualised sessions in the inclusion centre and the counselling services provided by the school. Curriculum modification and support in the primary phase vary in their effectiveness, and seldom lead to good progress in lessons.
- Students’ personal and social skills, and their progress and well-being, benefit particularly well from the inclusion centre’s nurturing environment. They make consistent gains in Farsi and mathematics through individualised support. Progress in lessons is more variable, depending on teachers’ support skills.

**For Development:**

- Provide training to enable staff to plan activities and support that enable students to make the best progress that they can.

## 6. Leadership and management

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

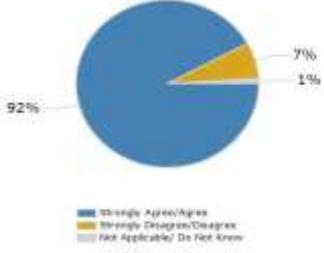
- The recently-appointed principal has quickly established her vision for school improvement, based on students' well-being and high achievement arising from improved teaching. Senior and middle leaders lend whole-hearted support, but do not fully share the principal's understanding of effective practice in teaching and assessment. As a result, the pace of improvement varies across phases and subjects. Innovative practice characterises several aspects of the school's successful approach to personal and social development.
- The principal accurately understands the school's strengths and areas for development. Nonetheless, the school's collective self-evaluation continues to reach overoptimistic conclusions about the quality of teaching. Assessment processes still do not reveal students' strengths clearly, nor what students need to do to improve. Improvement plans are well matched to the school's development needs, but lack clear measures of success. This constrains the effectiveness of leaders' conscientious responses to recommendations in previous inspection reports.
- Partnership with parents is very effective. Parents contribute significantly to the many ways in which the school helps students to develop personal and social responsibility. Teachers communicate important information very clearly, and issue frequent reports on students' progress. Strong community values ensure respect for parents' views. The school's partnerships focus well on support for teaching and learning, and opportunities for students' personal development. They include frequent competitions and creative activities, in which students often excel.
- The governing body represents all stakeholders. It is open to the views of parents and students. Governors regularly observe lessons and evaluate the quality of the school's provision. However, such evaluation does not always reach accurate conclusions. Shared community values guide the work of the school. Governors do not effectively challenge leaders to improve the school. They have provided additional specialist spaces to support students' study, relaxation, and play.
- Student-led assemblies provide an energetic beginning to the efficient daily routines. Students' bright, creative artwork conveys important messages about the UAE, conservation, and effective learning. Thoughtful timetabling groups students of similar abilities across grades in English lessons. Only a minority of staff have a recognised teaching qualification. Comprehensive professional training has facilitated collaborative learning, but has yet to influence other aspects of teaching and assessment. Students make greater use of IT in the middle and high phases.

### For Development:

- Improve leaders' capacity to direct and manage the necessary improvements in teaching and assessment.
- Evaluate teachers' use of assessment information to plan and teach lessons that meet the needs of all students.
- Consider the impact of teachers' continuing professional development on the improvement of teaching.

## Views of parents

Before the inspection, the views of the parents were surveyed. Key messages were considered during the inspection and they helped to form inspection judgements.

 <b>Students</b> No. of responses = 0	 <b>Parents</b> No. of responses = 169								
<p>Not available</p>	<p>Overall, I am satisfied with the quality of education at my child's school</p>  <table border="1"> <caption>Parent Satisfaction Data</caption> <thead> <tr> <th>Satisfaction Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Strongly Agree/Agree</td> <td>92%</td> </tr> <tr> <td>Strongly Disagree/Disagree</td> <td>7%</td> </tr> <tr> <td>Not Applicable/Do Not Know</td> <td>1%</td> </tr> </tbody> </table>	Satisfaction Level	Percentage	Strongly Agree/Agree	92%	Strongly Disagree/Disagree	7%	Not Applicable/Do Not Know	1%
Satisfaction Level	Percentage								
Strongly Agree/Agree	92%								
Strongly Disagree/Disagree	7%								
Not Applicable/Do Not Know	1%								

 <b>Students</b>	<ul style="list-style-type: none"> <li>Not available</li> </ul>
 <b>Parents</b>	<ul style="list-style-type: none"> <li>Almost all parents feel well informed about, and very satisfied with, the work of the school. Almost all agree that the school listens and responds well to their views, that their children are safe in school, and that teachers help students to develop skills that support their confidence to learn. Almost all agree that students respect and help one another.</li> </ul> <p>Inspection findings support these views.</p>

## 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](mailto:inspection@khda.gov.ae)