

# Inspection Report



**GEMS Royal Dubai School**

**2014-2015**



إكسبو 2020 دبي  
دبي، الإمارات العربية المتحدة  
DUBAI, UNITED ARAB EMIRATES

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## School information



### General information

Location	Al Mizhar
Type of school	Private
Opening year of school	2005
Website	www.royaldubaischool.com
Telephone	04-2886499
Address	PO Box 121310 Dubai
Principal	Kevin Murray Loft
Language of instruction	English
Inspection dates	10 <sup>th</sup> - 13 <sup>th</sup> November 2014



### Students

Gender of students	Boys and Girls
Age range	3 - 11
Grades or year groups	Foundation Stage 1 - Year 6
Number of students on roll	1124
Number of children in FS1	109
Number of Emirati students	154
Number of students with SEN	45
Largest nationality group of students	British



### Teachers / Support staff

Number of teachers	83
Largest nationality group of teachers	British
Number of teacher assistants	50
Teacher-student ratio	1:27
Number of guidance counsellors	0
Teacher turnover	25%



### Curriculum

Educational Permit	UK
Main Curriculum / Other	UK
Standardised tests / board exams	National Curriculum for England, Key Stage 1 and 2 SATs
Accreditation	BSO



# Parents'

## Report

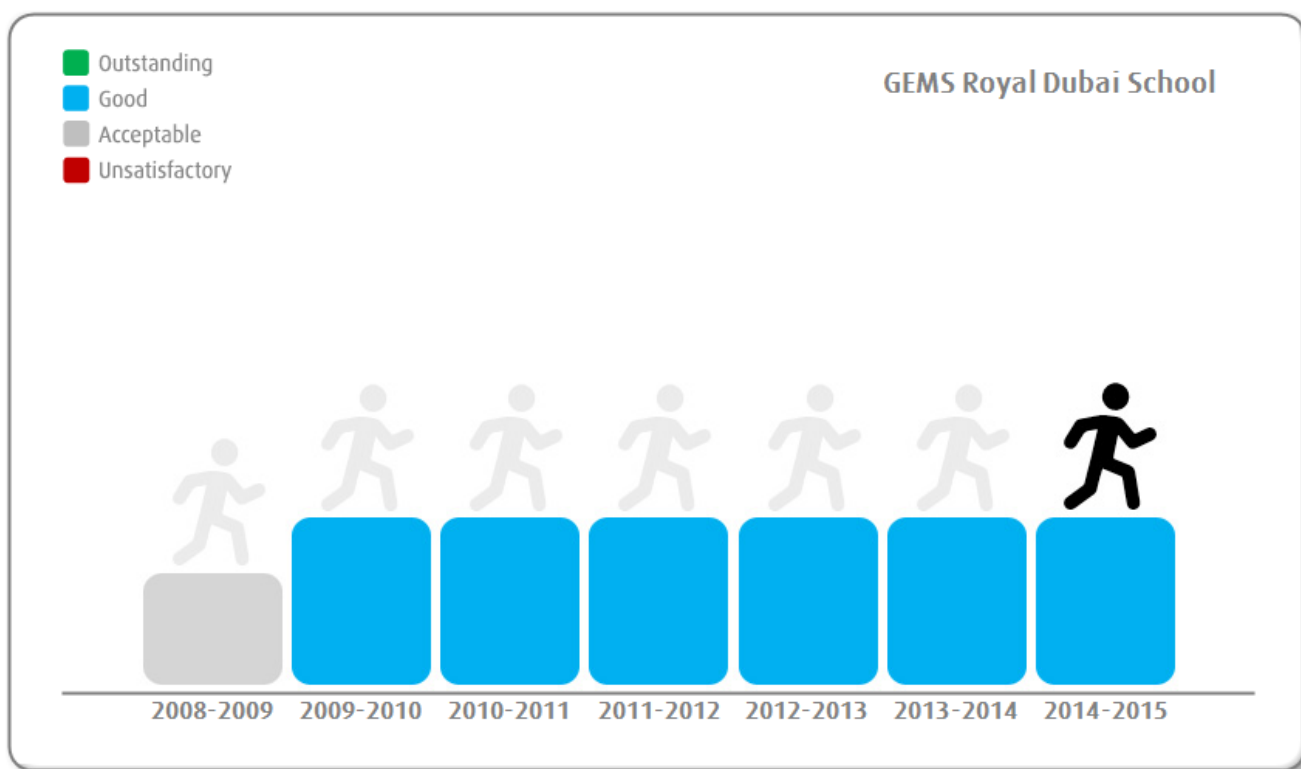




Dear Parents,

GEMS Royal Dubai School was inspected by DSIB from 10<sup>th</sup> -13<sup>th</sup> November 2014, and the overall quality of education provided by the school was found to be **Good**

In order to judge the overall quality of education provided by the school, inspectors considered six key aspects of the school's performance and standards. Inspectors looked at children's attainment and progress in five key subjects, their learning skills as well as their personal and social development. They judged how effective teaching was across the school. Inspectors considered how well the school's curriculum, including activities inside and outside the classroom, met the educational needs of all children. They judged how well the school protected and supported children. In addition inspectors judged the effectiveness of leadership and governance, including management, staffing, facilities and resources.



The inspection judgements were drawn from a range of evidence gathered by the inspection team, including observing children learning in lessons, looking at their work, talking with children, meetings with staff, parents and governors, and reviewing the parents' and teachers' surveys.

The key strengths and areas for improvement to be made by the school leaders, governors and owners are:

### Strengths

- Students' progress was outstanding in English, mathematics and science across the school.
- Students' showed high levels of enquiry and critical thinking skills, including their creative use of technology.
- Students demonstrated excellent standards of behaviour and attitudes to learning.
- Students' had an excellent understanding of environmental sustainability and eagerness to care for, and improve, their school environment.
- Teaching for effective learning and assessment in the Foundation Stage were outstanding.
- The curriculum was stimulating and ensured full engagement and challenge for all students.
- The care, protection and support for all students was outstanding.

### Areas for improvement

- Improve students' progress in Arabic as an additional language.
- Raise attainment in the Primary section in all key subjects.
- Ensure teachers make effective use of all assessment information and data to help them plan their teaching and learning.
- Ensure self-evaluation processes are more accurate and leaders skillfully analyse the available assessment data in relation to national and international comparison benchmarks.

We warmly encourage you to read the full school inspection report.

The school is required to submit to DSIB an action plan identifying the steps they will take to address the areas for improvement. We have advised your school leaders to share this with you.

We trust that the information provided will help you understand, and encourages you to support, your child's school.

Yours sincerely,

Dubai Schools Inspection Bureau  
Knowledge and Human Development Authority

## A closer look at GEMS Royal Dubai School



### How well does the school perform overall?

Overall, GEMS Royal Dubai School provided a 'Good' quality of education for its students.

- Most students were learners of English as a second language. Their progress was outstanding in English, mathematics and science in both phases, and good in Islamic Education and Arabic as a first language. Most students achieved well in the national curriculum for England internal and external assessments. Almost all students were very enthusiastic and confident learners, taking responsibility for their own learning and seeking to produce their best work at all times.
- Students' behaviour was exemplary in the majority of lessons and around the school. They understood the impact their actions had on others. They treated adults and their peers with courtesy, kindness and respect.
- Teachers created very positive learning environments where students were eager to learn both collaboratively and independently.
- The curriculum was interpreted in highly imaginative ways that engaged students and enriched their learning.
- The quality of staff-student relationships was excellent and was positively demonstrated on a daily basis.
- The Principal and senior leadership team displayed high quality leadership. The staffing structure encouraged effective and distributed leadership.





### How well does the school provide for students with special educational needs?

- Students with special educational needs made good progress in their personal and academic learning overall.
- The dedicated special needs facilities had an excellent range of multi-sensory and practical resources, and good access to technology. The school had documented all procedures and admissions policies. The early identification of children with a special educational need was a priority.
- Parents were seen as an integral part of the special needs support team and their opinions and support were highly valued in the individual education planning and support processes.

## 1. How good are the students' attainment, progress and learning skills?

		Foundation Stage	Primary
 Islamic Education	Attainment	Not Applicable	Acceptable
	Progress	Not Applicable	Good
 Arabic as a First Language	Attainment	Not Applicable	Acceptable
	Progress	Not Applicable	Good
 Arabic as an Additional Language	Attainment	Not Applicable	Acceptable
	Progress	Not Applicable	Acceptable
 English	Attainment	Good	Good
	Progress	Outstanding	Outstanding 
 Mathematics	Attainment	Outstanding	Good
	Progress	Outstanding	Outstanding 
 Science	Attainment	Outstanding	Good
	Progress	Outstanding	Outstanding
		Foundation Stage	Primary
Learning skills		Outstanding	Outstanding

 Improved from last inspection

 Declined from last inspection




## 2. How good is the students' personal and social development?

	Foundation Stage	Primary
Personal responsibility	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good
Community and environmental responsibility	Outstanding	Outstanding

## 3. How good are teaching and assessment?

	Foundation Stage	Primary
Teaching for effective learning	Outstanding	Good
Assessment	Outstanding	Good

## 4. How well does the curriculum meet the educational needs of all students?

	Foundation Stage	Primary
Curriculum quality	Outstanding	Outstanding
Curriculum design to meet the individual needs of students	Outstanding	Outstanding 

## 5. How well does the school protect and support students?

	Foundation Stage	Primary
Health and safety	Outstanding	Outstanding
Quality of support	Outstanding	Outstanding

## 6. How good are the leadership and management of the school?

	All phases
The effectiveness of leadership	Outstanding
Self-evaluation and improvement planning	Good
Parents and the community	Outstanding
Governance	Good
Management, staffing, facilities and resources	Outstanding



School  
**Inspection**  
Report

## Overall school judgement

Good

## Key strengths


- Students' progress in English, mathematics and science were outstanding across the school. Their attainment was at least good.
- Students' learning skills were outstanding, as shown by their high levels of enquiry and critical thinking skills, and creative use of learning technologies.
- Students' demonstrated outstanding behaviour and attitudes to learning as well as their excellent understanding of environmental sustainability and eagerness to care for and improve their school environment.
- Teaching for effective learning and assessment in the Foundation Stage were outstanding.
- The curriculum was stimulating and ensured full engagement and challenge for all students.
- The care, protection and support for all students was outstanding.


## Changes since the last inspection

- Students' progress in English and mathematics in the primary phase had improved.
- The improved primary curriculum and enhanced learning opportunities enabled students to follow their own interests within the day-to-day curriculum.

## Recommendations

- Accelerate students' progress in Arabic as an additional language by:
  - ensuring teachers consistently prepare and plan lessons that challenge students of all abilities
  - improving the accuracy and use of progress data so that more lessons provide tasks that match students' abilities and challenge
  - broadening the Arabic curriculum to increase opportunities for students to speak and write in Arabic.
- Raise attainment in the Primary phase by ensuring that teaching is consistently outstanding and teachers' expectations of their students are high in all lessons.
- Ensure self-evaluation process are more accurate and leaders skillfully analyse the available assessment data in relation to national and international comparison benchmarks.

 Improved from last inspection

 Declined from last inspection



## 1. How good are the students' attainment, progress and learning skills?

### Foundation Stage

Subjects	Attainment	Progress
Islamic Education	Not Applicable	Not Applicable
Arabic as a First Language	Not Applicable	Not Applicable
Arabic as an Additional Language	Not Applicable	Not Applicable
English	Good	Outstanding
Mathematics	Outstanding	Outstanding
Science	Outstanding	Outstanding

- Upon entry, most children had limited skills in English communication. For the majority of children, English was an additional language. All made rapid progress in their speaking, listening, reading and writing and, by the end of the Foundation Stage, most had developed good language skills. Most spoke confidently, using correct sentence structure. Most used an increasing knowledge of letters and phonics to support their reading and writing of simple words. This provided a very secure basis for their work in Year 1.
- Children made good gains in developing their number skills, counting, learning about shapes and developing the language of mathematics, through well planned and exciting tasks which were supported by good resources. By the end of the Foundation Stage they had made outstanding progress in developing their mathematical skills. Their attainment was well above age-appropriate expectations.
- In science, younger children were able to carry out observations and suggest predictions in teacher-led activities. By the end of the Foundation Stage most were able to investigate independently and experiment as part of free flow activities. Most were able to use appropriate vocabulary and describe with accuracy, their findings. This ensured outstanding progress.

### Primary

Subjects	Attainment	Progress
Islamic Education	Acceptable	Good
Arabic as a First Language	Acceptable	Good
Arabic as an Additional Language	Acceptable	Acceptable
English	Good	Outstanding 
Mathematics	Good	Outstanding 
Science	Good	Outstanding

- In Islamic Education, most students in the lower Primary years knew and understood the names of the five prayers. Most non-Arab Muslim students could use Tajweed rules. By Year 6, most students made good progress in understanding the stories of the Prophets.
- Most students in Arabic as a first language demonstrated secure listening and responding skills. They understood their teachers' use of standard Arabic and were able to communicate their ideas, when responding to questions. Writing was an under-developed skill.

- In Arabic as an additional language, the development of conversational language skills was limited. Writing was restricted to copying, which limited their progress in writing creatively or freely.
- In English, students made rapid progress in reading and by the end of Year 6 reading standards were outstanding. Most students understood how authors used vocabulary and sentence structure to enliven their texts. Progress in writing and in the skills of spelling, punctuation and grammar increased quickly. This contributed to the improving quality of written work.
- In mathematics, students' progress across year groups was variable. However, it increased by Year 6 leading to good attainment overall. Most students were able to use their mathematical skills to solve problems and to develop their investigative skills. Real life situations such as, working out times for air flights, added interest to mathematical problem-solving.
- In science, students were adept in the skills of enquiry, investigation and exploration. Numerous developmental opportunities in class and in wider school activities supported their development further. Most students were able to predict, investigate, observe and develop appropriate conclusions. Their attainment and progress often exceeded age-appropriate expectations. Most could link their work to real life problems using their well-developed critical thinking skills.

	Foundation Stage	Primary
<b>Learning skills</b>	Outstanding	Outstanding

- Students had outstanding learning skills; they were enthusiastic, eager to learn and remained focused and on task. They took responsibility for their own learning and consistently tried to produce their best work.
- Students showed high levels of confidence in working independently when researching. Most lessons encouraged them to investigate and work collaboratively. Critical thinking skills were well-developed, particularly in science. High level questioning by teachers encouraged students to think deeply.
- There were regular opportunities for students to apply their learning to the real world.
- Students in both phases were adept in their use of technology. They used iPads for research and as a self-assessment tool.

## 2. How good is the students' personal and social development?

	Foundation Stage	Primary
<b>Personal responsibility</b>	Outstanding	Outstanding

- Students' attitudes to their learning were highly positive and responsible.
- Students readily displayed kindness and courtesy to adults and to their peers in lessons and around the school.
- Relationships at all levels were strong and characterised by respect. Older students took part in a wide range of important responsibilities in the school. The student leadership team were excellent role-models for younger students.
- All students had a well-developed awareness of the essential elements of a healthy lifestyle.
- Overall, students' attendance was good, although a very small number of students were not always punctual to lessons and did not always attend school, regularly.

	Foundation Stage	Primary
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good
<ul style="list-style-type: none"> <li>Students demonstrated a good understanding of Islamic values. However, their understanding of the relevance and impact of these values to life in Dubai was under-developed.</li> <li>Students understood local traditions and culture and how they were relevant to people in the UAE. Their knowledge was more closely applied to modern Dubai. They had less understanding of the deeper historic culture that led to modern developments.</li> <li>Students demonstrated a strong understanding and appreciation of other worldwide cultures. They were aware of the diverse cultures in Dubai and participated in celebrations of international events.</li> </ul>		

	Foundation Stage	Primary
Community and environmental responsibility	Outstanding	Outstanding
<ul style="list-style-type: none"> <li>Throughout the school students of all ages were enthusiastically involved in a range of projects to help protect or improve the environment, as well as to help to support their local community.</li> <li>Students took pride in doing the best work they could and through self-review they identified where they could improve further.</li> <li>Students were dedicated to their local community and to the protection of the environment. They eagerly became involved in a wide range of supportive and charitable projects.</li> </ul>		

### 3. How good are teaching and assessment?

	Foundation Stage	Primary
Teaching for effective learning	Outstanding	Good
<ul style="list-style-type: none"> <li>Most lessons observed during inspection were of a good or outstanding quality. Almost all teachers had a strong knowledge of their subjects and how young children and older students learn. They were able to present learning in meaningful contexts.</li> <li>Lesson planning was excellent. Teachers knew the learning levels of their students and adapted their plans accordingly. They used information from a variety of sources to ensure planning met the needs of all students. They planned engaging activities and used technology and other resources to ensure high levels of student motivation.</li> <li>In most lessons a positive learning environment was created. Relationships and interactions with students were excellent. There were many opportunities for discussion and debate. Teachers questioning techniques encouraged students to think deeply and apply their knowledge to different situations.</li> <li>Teachers had high expectations of all students. The best lessons were differentiated to meet the needs of different groups of students, but this was inconsistent across the school. In almost all Arabic lessons and in a few mathematics lessons, expectations were low and individual student needs were not adequately met.</li> </ul>		

- Lessons and out of school activities provided ample opportunity for the development of critical thinking skills and reflection.
- Most teachers of Arabic, as a first language, had strong subject knowledge and planned lessons with clear objectives. Teachers used a variety of different resources including technology to engage students in learning. They regularly provided work at different levels, but the subsequent monitoring and support of students rarely contributed to good learning and progress.

	Foundation Stage	Primary
Assessment	Outstanding	Good


- Assessment of students' development in the Foundation Stage was regular and rigorous. The internal assessment process in the Primary phase had been refined and improved to provide a wealth of assessment data to accurately track students' attainment and progress. Training for teaching staff had been planned to run alongside the evaluation and introduction of the new assessment system.
- Comparisons made to international benchmark examination results and moderating the schools results with other local schools, helped to identify areas of improvement in course planning.
- In most lessons teachers used assessment data well to support lesson planning. Planned tasks closely matched students' abilities. Work was marked regularly and students also assessed their own work. Teachers and students worked together to set challenging targets to help improve progress.
- Teaching staff knew their students very well and had excellent relationships with them. This knowledge enabled staff to provide a high level of support for students at a personal level.
- In many Islamic Education and Arabic classes assessment of students' work was irregular and based upon data that was of variable quality. The marking of students' work in those subjects did not lead to clear and detailed guidance for students on how to improve their work. Not all marking was accurate.

#### 4. How well does the curriculum meet the educational needs of all students?

	Foundation Stage	Primary
Curriculum quality	Outstanding	Outstanding

- The curriculum was closely linked to the school's central values and vision for students. Programmes of study were planned thoughtfully to help ensure that students were challenged through a wide range of creative, physical and practical experiences. The balance between promoting students' academic progress and their personal development was excellent.
- Highly effective curriculum planning resulted in increased challenge to students as they moved up the school. Close liaison between phases ensured smooth transition.
- The curriculum was interpreted in highly imaginative ways that thoroughly engaged students and enriched their learning. For example, in mathematics, tasks regularly involved problem solving activities related to everyday life in the UAE.
- Central to all planning across most subjects was the promotion of critical thinking, independent learning skills and cross-curricular links. Students had ample opportunity to practice, consolidate and extend their literacy and numeracy skills across a range of other subjects.
- The review of the curriculum included recent changes in the English national curriculum.

- The curriculum in Arabic as a first language was closely aligned to the requirements of the Ministry of Education. It was reviewed annually and cross-curricular links were included in planning. Additional activities involving parents supported students' learning. However, opportunities for students to develop critical thinking skills were limited.

	Foundation Stage	Primary
Curriculum design to meet the individual needs of students	Outstanding	Outstanding 
<ul style="list-style-type: none"> <li>• The provision for different groups of students was a significant strength of the school. Specific support was provided for the many students who had English as an additional language. There were widespread visual vocabulary prompts, such as lists of subject specific terminology, in classrooms. Additional challenge for more able students was seen in most lessons and in tasks set for homework, which promoted critical thinking and research skills.</li> <li>• Opportunities for students to follow their own interests within the day-to-day curriculum were widespread. There were ample opportunities for students to refine their particular talents in art, drama, music and sport. Special events, such as a science day, enabled students to make personal choices.</li> <li>• An exceptionally wide range of extra-curricular activities, including visits, visitors and clubs enabled students to pursue their individual interests. Strong community links contributed significantly to students' academic progress and personal development.</li> <li>• A specialised Arabic-speaking teaching assistant worked with groups of Foundation Stage children to raise their early language and communication skills. The provision of an after-school activity to Arabic first language speakers, introduced the Arabic script and alphabet.</li> </ul>		

## 5. How well does the school protect and support students?

	Foundation Stage	Primary
Health and safety	Outstanding	Outstanding
<ul style="list-style-type: none"> <li>• Safeguarding procedures were excellent, including Child Protection training, processes and when necessary, practical applications.</li> <li>• Highly effective procedures were in place to ensure the safety and security of all on the school premises and transportation. Security staff actively ensured the school was safe.</li> <li>• Lockdown procedures were in place and drill assessments were well-recorded and issues acted upon promptly. Emergency procedures were highly visible in classrooms and around the school. Detailed incident logs were maintained and the medical and nursing staff ensured high quality care.</li> <li>• The premises were well-maintained and hygienic. The school had investigated access arrangements for students with physical needs, to ensure their mobility was not impeded.</li> <li>• Healthy living and fitness for all was promoted across the school. Provision was made in physical education lessons for fitness with links to healthy diets and to children's lunches. Simultaneously, class topics had cross-curricular links to the human body and healthy living.</li> </ul>		



	Foundation Stage	Primary
Quality of support	Outstanding	Outstanding
<ul style="list-style-type: none"> <li>The quality of staff-student relationships was outstanding and positively demonstrated on a daily basis in the high levels of mutual respect and care.</li> <li>The school had prioritised the successful management of attendance and punctuality, although, in a few cases, policy and practice did not always match.</li> <li>The school had documented all its thorough procedures on the early identification strategies for students with special needs and had included them in the school's admissions policy.</li> <li>The special needs department had an excellent understanding of child development and used evidence-based approaches to develop a wide range of support for all children with additional needs.</li> <li>Students received high quality advice and support about their learning and next steps in their education.</li> </ul>		

### How well does the school provide for students with special educational needs?

	Overall
The overall effectiveness of provision for students with special educational needs	Good
<ul style="list-style-type: none"> <li>The senior leadership team had a strong ethos of collective responsibility for special education. They had ensured there was an embedded inclusive policy, as well as establishing a dedicated, excellently resourced Achievement Centre. This supported special education inclusion and classroom practice.</li> <li>The school had documented all procedures and admission criteria and clearly outlined the early identification strategies for students with special needs.</li> <li>A broad range of modifications were evident in teacher's planning for the individual education, behaviour and care, for special needs students. The majority of lessons reflected positive evidence of consistent high quality practice.</li> <li>Parents were an integral part of their children's special needs support. Their opinions were highly valued and they were active participants in all stages of their children's learning journey.</li> <li>The school had maintained a wide range of data to track both long and short term progress. Students with special educational needs made good progress overall in their academic and personal development.</li> </ul>	

## 6. How good are the leadership and management of the school?

	Overall
<b>The effectiveness of leadership</b>	Outstanding
<ul style="list-style-type: none"> <li>The school's clear vision was continually promoted and exemplified by the Principal. It was shared with the whole school community with the help of the committed senior leadership team and middle leaders' group.</li> <li>The Principal and senior team led from the front, role-modelling expected practice. Middle leaders were effectively accepting of responsibility and accountability for standards within their areas of responsibility.</li> <li>Excellent relationships existed between all leadership levels and the entire learning community in the school.</li> <li>The drive for improvement was shared by the class teachers and gave the school a strong capacity to further develop.</li> <li>Leaders had been successful in raising progress in some core subjects, sustaining high levels of achievement in the Foundation Stage, and enhancing the curriculum design in the Primary School.</li> </ul>	
	Overall
<b>Self-evaluation and improvement planning</b>	Good
<ul style="list-style-type: none"> <li>Through highly effective self-evaluation, the leadership team had identified key strengths and areas for development and appropriate priorities for future development. These had been incorporated into the school development plan and longer term strategic plans.</li> <li>School self-evaluation process was vigorous. All staff were clear and committed to their parts in achieving the school's vision. All middle leaders shared a clear direction in respect to monitoring and reviewing against targets and action plans.</li> <li>Senior and middle leaders were encouraged to lead and drive improvements at the school. They monitored, along with parents and students, learning within their areas of the school.</li> <li>All recommendations of the previous inspection had been addressed. For example, the leadership had reviewed and acted upon specific staff developmental needs in the Arabic department, and was transitioning to a more effective data tracking system.</li> </ul>	
	Overall
<b>Parents and the community</b>	Outstanding
<ul style="list-style-type: none"> <li>Parental engagement is at the heart of the school community; the ready access to the Parent Relations Executive was highly valued by parents. A programme of family learning enabled parents to help their children to improve their learning. The Community Engagement Zone offered parent training opportunities and community meetings.</li> <li>Frequent high quality communications ensured parents were kept well informed. The Community Café offered parents their own space and reinforced the value the school attached to their support and engagement. Parent's suggestions and concerns were taken seriously and responded to swiftly.</li> <li>Written reports to parents were detailed. Included were clear indicators of student's performance compared to expected levels. Next steps in learning were detailed and informative. There were regular meetings between teachers and parents to discuss target setting and progress.</li> </ul>	



- There were strong links with other schools in Dubai. Students' learning experiences benefited from the school's association with guest speakers from local businesses.

	Overall
<b>Governance</b>	Good
<ul style="list-style-type: none"> <li>• The school and corporate officers worked closely with the parent body through appropriate consultations such as, questionnaires, an open door policy, and access to corporate communications and Parental Engagement Programmes.</li> <li>• The strategic and advisory role of governance included holding the professional leadership of the school to account for its performance.</li> <li>• The monitoring and linking of students' outcomes with the use of assessment data analysis was a developing aspect of governance. Staff from the corporate office were influential in supporting the school further with the development of academic achievement across all subjects and phases.</li> </ul>	

	Overall
<b>Management, staffing, facilities and resources</b>	Outstanding
<ul style="list-style-type: none"> <li>• The day-to-day life of the school was managed both effectively and efficiently. Open and friendly specialist support staff further enhanced the welcoming atmosphere at the school.</li> <li>• Staff at all levels benefited from quality, focused induction programmes at both school and corporate level, as well as extensive personalised on-going training opportunities. Almost all staff were well-qualified for their roles. They were effectively deployed to enhance students' academic and personal learning experiences.</li> <li>• The school had specialist rooms including computer suites, prayer rooms, a science laboratory and a library. Sports facilities, including the grassed areas and swimming pool, were enjoyed by students of all ages.</li> <li>• Play areas had been modified to enhance creative developmental activities for younger children. Overall, the school was extremely well-equipped with all the necessary resources to deliver its vibrant curriculum. Students made highly effective use of the range of technology available to them.</li> </ul>	

## What are the views of the Principal, parents, teachers and students?

Before the inspection, the views of the Principal, 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. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys			
Responses received	Number		Percentage
 <b>Parents*</b>	<b>This year</b>	128	16%
	<b>Last year</b>	217	29%
 <b>Teachers</b>	73		88%

- A small minority of parents, and most teachers completed their surveys. As the school had no senior secondary students, none of the students were eligible to complete the survey.
- Almost all parents were very satisfied with most aspects of the school's provision, including students' attainment in key areas, teaching, learning and assessment.
- Almost all teachers reported they were involved in the process of school's self-evaluation.
- All parents felt their children were safe at school and that they were well taken care of.
- They felt that their children were developing good self-awareness and awareness of other cultures.
- A few parents had some concerns regarding the teaching of Arabic and Islamic Education and the on-going communication of student assessment information.
- Teachers stated they needed more training in ICT and related topics.

\*The percentage of responses from parents is based on the number of families.

## 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

## How to contact us

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)