

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

# Inspection Report 2018-2019

## The Indian High School- Branch

11 YEARS OF INSPECTIONS

**Good**

Curriculum  
**CBSE**


















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## School Information

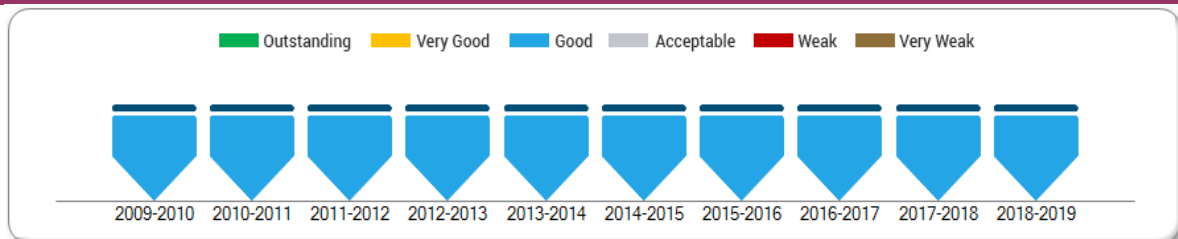
General Information	 Location	Al Garhoud
	 Opening year of School	1961
	 Website	www.indianhighschooldubai.org
	 Telephone	0097142823555
	 Principal	Mrs. Amita Kapoor
	 Principal - Date appointed	1/4/2015
	 Language of Instruction	English
	 Inspection Dates:	15 to 18 October 2018

Students	 Gender of students	Boys and girls
	 Age range	4-9
	 Grades or year groups	KG 1-Grade 4
	 Number of students on roll	4269
	 Number of Emirati students	0
	 Number of students of determination	225
	 Largest nationality group of students	Indian

Teachers	 Number of teachers	310
	 Largest nationality group of teachers	Indian
	 Number of teaching assistants	23
	 Teacher-student ratio	1:15
	 Number of guidance counsellors	5
	 Teacher turnover	15

Curriculum	 Educational Permit/ License	Indian
	 Main Curriculum	CBSE
	 External Tests and Examinations	ASSET, CAT4
	 Accreditation	CBSE
	 National Agenda Benchmark Tests	ASSET, CAT4

## School Journey for The Indian High School-Branch



## Summary of Inspection Findings 2018-2019

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

### Students' Outcomes

- Children in Kindergarten (KG) achieve levels that are outstanding in English and mathematics, and good in science. Attainment in Primary is acceptable in Arabic as an additional language, good in Islamic education, and very good in English, mathematics and science. Progress is at least very good in English, mathematics and science, and this is reflected in external examination results. Progress in Arabic as an additional language and Islamic education is less secure. Students' learning skills remain strong overall, although they make limited use of technology to support learning.
- Students' personal and social development continues to be a strength. Mutual care and respect are evident in all areas of the school. Students' attitudes to learning and their behaviour are outstanding, although not so strong in the boys' section. Students' understanding of Islamic values and social responsibilities towards others and towards the environment are consistently excellent across the school.

### Provision for learners

- Teaching is mostly good in KG and Primary in most subjects. Teaching in Arabic as an additional language is weaker than in other subjects. English teaching in KG is at least very good because teachers have a good knowledge of how to teach a language. Children have an excellent start to the development of literacy. Assessment offers teachers an understanding of students' capability, but use of assessment to improve instruction is not consistent in KG or Primary.
- Curriculum design is very good in both phases. It is effectively implemented to support progression in learning. Cross-curricular links in lessons enable students to make connections to the real world. Technology is not used in many lessons. Adaptation of the curriculum to ensure that all students of all abilities make the best possible progress is not as effective in Primary as in KG.
- Health and safety policies and procedures continue to ensure that students are safe and happy at all times. Procedures for monitoring the effectiveness of the policies are not applied consistently or rigorously. Support and care for all, including students of determination, remain good. The individual needs of students are not being fully met in lessons, but there is better support for individual needs outside the classroom.

### Leadership and management

- Leaders are committed to improving the school. However, monitoring has not led to action to remove inconsistencies in the quality of teaching. Middle leaders do not all fully understand their roles and responsibilities. Governors have not challenged the school sufficiently regarding progress in Arabic as an additional language. Links with parents are outstanding. The management of staffing and resources remain good.

### What the School does Best:

- The efficient day-to-day management of the school
- Students' outstanding personal and social development in KG
- The outstanding progress which children and students are making in English oral literacy in both phases, and the positive impact of this on other areas of the curriculum







### Key Recommendations:

- Improve leadership by:
  - clarifying middle leaders' roles and providing training and support for all leaders, especially in Arabic as an additional language, to monitor and evaluate teaching and learning accurately
  - developing an improvement plan that focuses on greater consistency of good teaching and learning throughout the school, with clear success criteria to measure success
  - providing suitable training for teachers to ensure that there is appropriate intervention to meet the individual needs of students of determination and those with gifts and talents.
- Develop teaching approaches to provide adequate time and more opportunities for students to:
  - reflect on their learning, ask questions and develop their skills of enquiry and critical thinking
  - solve problems that develop deeper understanding
  - assume greater ownership of their learning.

## Overall School Performance

**Good**

### 1. Students' Achievement

		KG	Primary
 Islamic Education	Attainment	Not applicable	Good
	Progress	Not applicable	Good
 Arabic as a First Language	Attainment	Not applicable	Not applicable
	Progress	Not applicable	Not applicable
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable
	Progress	Not applicable	Acceptable
 English	Attainment	Outstanding	Very good
	Progress	Outstanding	Outstanding
 Mathematics	Attainment	Outstanding	Very good
	Progress	Outstanding	Very good
 Science	Attainment	Good	Very good
	Progress	Good	Very good
<b>Learning skills</b>		KG Very good	Primary Very good

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

	KG	Primary
Personal development	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding
Social responsibility and innovation skills	Outstanding	Outstanding

## 3. Teaching and assessment

	KG	Primary
Teaching for effective learning	Good	Good
Assessment	Good	Very good

## 4. Curriculum

	KG	Primary
Curriculum design and implementation	Very good	Very good
Curriculum adaptation	Very good	Good

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

	KG	Primary
Health and safety, including arrangements for child protection/ safeguarding	Outstanding	Outstanding
Care and support	Good	Good

## 6. Leadership and management

The effectiveness of leadership	Good
School self-evaluation and improvement planning	Good
Parents and the community	Outstanding
Governance	Very good
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 UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets.

The following section focuses on the success of the school in meeting the National Agenda Parameter targets:

#### Registration requirements

The school meets the registration requirements for the National Agenda Parameter for the academic year 2018-2019.

#### School's Progression in International Assessments

**is above expectations**

- Leaders demonstrate a good understanding of N.A.P. data analysis and are increasing the impact of interventions. PIRLS data in 2016 indicated reading is very strong. Scores in TIMSS 2015 were good for science but only acceptable for maths. In contrast, average scores in N.A.P. tests (ASSET) are now outstanding in all three subjects, with the exception of Grade 3 maths, which is very good. When compared with cognitive ability tests, outcomes in N.A.P. tests are good, with students' attainment in line with predictions. Gaps in students' understanding or skills have led to curriculum review and are beginning to be addressed in lesson planning.

#### Impact of Leadership

**meets expectations**

- The leadership team has developed an action plan responding to recommendations from benchmark reports. They have adapted the curriculum and are developing their monitoring of students' outcomes. Lesson plans identify groups of students, but they do not accurately show different strategies for targeting varied learning styles or differing skills.

#### Impact of Learning

**meets expectations**

- A strong grasp of written English and extensive preparation for ASSET benchmark tests have led to disproportionate outcomes that are not reflected in students' learning skills during lessons. When given the opportunity, students think critically and creatively. Teaching is beginning to provide more active learning, but independent investigation remains limited, even in science.

**Overall, the school's progression to achieve its UAE National Agenda targets meets expectations.**

#### For Development:

- Ensure that curriculum adaptation is not only reflected in lesson planning, but also has a positive impact on the learning of individual students.
- Ensure that teachers monitor individuals more accurately, and organise appropriate groupings in lessons to meet differing needs for each subject.
- Facilitate independent and joint investigations in all subjects so that students are given the opportunity to discover for themselves, rather than simply confirm what teachers tell them.

### Reading Across the Curriculum

- Reading across the curriculum is improving rapidly and is having a positive impact on achievement in all subjects.
- Younger students use a variety of strategies to decipher unfamiliar text, and they develop confidence as a result. Critical analysis and interpretation of text are progressively developing, but inference skills are less developed.
- The library and reading stations are well used. Provision for students to access on-line reading materials is limited.
- Leaders are fully committed to developing students' reading skills.

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

#### For Development:

- Enhance students' access to and use of on-line reading materials in lessons and in the library.
- Develop students' ability to read aloud with a focus on accurate pronunciation and good projection of voice.

### UAE Social Studies

- The school has adapted the UAE social studies curriculum for all age groups, and the resources provided for the different groups of learners are appropriate.
- Learners show adequate levels of independence, collaboration and interaction. They make frequent connections between areas of learning and can explore new concepts.
- In lessons and in recent work, the majority of students attain levels that are above curriculum standards.
- Internal assessments and lessons indicate that the majority of students make better than expected progress in relation to their individual starting points and to the curriculum standards.

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

### Innovation

- Across the school, students do not have sufficient opportunity to develop innovative skills. Technology to support learning is not a significant feature of the school's provision.
- Students' ideas are not always turned into real projects that can add value to people's lives. Their enterprise and entrepreneurial skills are developing.
- In KG, structured activities are used to develop children's critical thinking. Across all phases, little use is made of modern technologies in lessons to develop innovation.
- Students have some opportunity to develop their own projects and apply the skills of innovation.
- Opportunities for innovation are not fully embedded into the curriculum or seen in many lessons, but there is a determination in the school to make improvements.

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

## Main Inspection Report

### 1. Students' Achievement

#### Islamic Education

	KG	Primary
Attainment	Not applicable	Good
Progress	Not applicable	Good

- Students' attainment and progress remain similar to those indicated in the previous inspection. In Grade 4, students demonstrate good understanding of the fifth pillar of Islam (Hajj).
- Students have good general knowledge about Islam but lack knowledge of some specific strands of Islamic education. For instance, they can make little reference to the life of the Prophet (PBUH) and to Faith. In some grades, students can apply Tajweed rules correctly.
- Most of the lessons are focused on real-life situations. Students have improved their Tajweed skills, and most can talk about aspects of these skills.

#### For Development:

- Ensure students' knowledge and understanding cover all strands of Islamic education.

#### Arabic as an Additional Language

	KG	Primary
Attainment	Not applicable	Acceptable
Progress	Not applicable	Acceptable

- Progress in language skills is inconsistent across the grades. Attainment in lower Primary is better as a result of a firm foundation established in KG, but this slows as students move up the grades. Girls outperform boys.
- Students across all grades demonstrate strong reading fluency and accuracy and improvements in reading comprehension. Listening and speaking skills are slowly developing, but students' independent and creative writing skills are underdeveloped.
- Students are making a considerable gain in reading skills and are improving the accuracy of their reading. Knowledge of letter sounds is used very well to read familiar and unfamiliar words, but there are limited opportunities to practise these skills.

#### For Development:

- Improve students' listening, speaking and independent writing skills.
- Ensure that students practise new language skills in situations which are relevant to their experiences.

## English

	KG	Primary
Attainment	Outstanding	Very good
Progress	Outstanding	Outstanding

- In KG, children's attainment and development of language skills, particularly their reading, writing and language acquisition, are excellent. In Primary, almost all students attain at or above the curriculum grade level. Students' attainment in Grade 4 international assessments is outstanding.
- Almost all students in Primary are developing excellent reading, listening, comprehension and critical thinking skills. These have a positive impact on the development and use of their vocabulary in both speaking and writing. Most students make expected progress in spelling, punctuation and grammar.
- Primary students' creative and extended writing skills are improving. The majority can write purposefully and for various audiences. In some lessons, students are not given sufficient freedom or time to produce creative, extended and high-quality writing.

### For Development:

- Provide more planned and less restrictive opportunities for students to develop their extended and creative writing skills.
- Develop students' speaking skills by encouraging them to project their voice, speak clearly and use appropriate intonation when reading aloud.

## Mathematics

	KG	Primary
Attainment	Outstanding	Very good
Progress	Outstanding	Very good

- Children's skills in KG develop rapidly because they can solve complex problems, but these problems fail to challenge the most able. In the best primary lessons, students think critically and are able to investigate and work independently and in groups.
- In some lessons in Primary, students are not challenged. For example, rather than investigating the properties of cubes, students are led by the teacher to describe them without having the opportunity to touch them and find out for themselves.
- Enrichment classes are offered for the most able students, but they only provide enjoyable activity-based sessions. They fail to challenge students and do not engage them in research or in developing their skills.

### For Development:

- Ensure that lessons are truly investigative for all.
- Challenge the most able students, especially at the end of Primary, to carry out research beyond the curriculum and to use presentation skills to share their learning.

## Science

	KG	Primary
Attainment	Good	Very good
Progress	Good	Very good

- In KG and Primary, students achieve better than expected results in basic concept development and scientific vocabulary because of teachers' well-considered strategies.
- Students' achievement in external examinations is better than their work during lessons. Their skills of investigation and enquiry are less developed because they are not given enough opportunities to discover things for themselves.
- Data analysis helps teachers track students' achievement and plan activities that are appropriate to their differing needs. Differentiation of teaching and the use of tiered assessments that focus on student potential and skills are not in place.

### For Development:

- Provide more opportunities for independent work that focus on developing students' scientific and problem-solving skills.
- Adjust the content presented in lessons so that students are challenged in their thinking.
- Increase the depth of data analysis so that carefully differentiated activities and lessons cater for students' differing abilities and develop their potential for rigorous thinking.

## Learning Skills

	KG	Primary
Learning skills	Very good	Very good

- Students' levels of engagement are high, but they do not always have autonomy in their learning, especially in Arabic as an additional language. In KG, children are active independent learners when they are given the opportunity. Most students can organise their learning very well.
- Students interact effectively. Their communication skills in English are strong. There are no sufficient opportunities for them to collaborate in their work. Mostly they make meaningful links in their learning, and this is supported by their strong reading skills.
- In both phases and across all subjects, students use some technology, but not enough to support their learning fully. Opportunities for innovative practice, critical thinking and research to enable students to use their entrepreneurial skills, are emerging.

### For Development:

- Provide more opportunities for critical thinking, innovation, enterprise and research.
- Make better use of technology to support learning.

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

	KG	Primary
Personal development	Outstanding	Outstanding

- Students have a strong sense of personal responsibility and positive attitudes to their work, both of which make a significant contribution to their success. Behaviour is exemplary in KG. In Primary, few boys do not show the same high standards of self-discipline as girls.
- Relationships between students and with staff are very respectful and considerate. Students show a genuine concern for and tolerance of others. They are willing to help one another when help is needed in the classroom and beyond.
- Students have an excellent understanding of safe and healthy living and of the importance of well-being and happiness. They make healthy eating choices. Many participate in extra-curricular sporting activities. Attendance is good, and students are punctual for lessons.

	KG	Primary
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding

- Most students demonstrate respect for Islamic practices and Islamic values. They have a clear understanding of the impact which these have on their lives at school and in the community. They show respect for Islamic values in assemblies and when the Holy Qur'an is recited.
- Students across the school have an excellent understanding of the UAE traditions and heritage. In most grades, they have an exceptional interest in the UAE culture. This is evident in their contribution to school display, assemblies and work across most subjects.
- Most students have a clear understanding of their own culture. They actively participate in celebrations through art, music and language. Most demonstrate awareness of other world cultures, but their participation in celebrating world cultures is limited.

	KG	Primary
Social responsibility and innovation skills	Outstanding	Outstanding

- Students demonstrate an excellent work ethic. They fully understand the importance of social responsibility and community involvement. Children in KG are able to keep their immediate environment clean. Students in Primary contribute to improving the lives of the less fortunate in the community.
- Students' awareness and understanding of the environment are very strong. They contribute to the green environment by planting and sponsoring trees in school and in the wider community.
- Students' innovation skills develop well when they get the opportunity. Creative ideas are evident in various projects, such as the 'smart swimming pool' and the 'smart forest'. Students' entrepreneurial skills are developing slowly.

### For Development:

- Improve the self-discipline of few boys in Primary at break times and as they move around school.
- Provide opportunities for students to initiate and participate in projects on world cultures.
- Develop students' entrepreneurial skills.

### 3. Teaching and assessment

	KG	Primary
Teaching for effective learning	Good	Good

- Teaching across both phases is inconsistent. Teachers have secure subject knowledge and plan their lessons well, but their pedagogical skills are less developed. In the better lessons, teachers focus effectively on the learning process to develop students' deeper knowledge and understanding.
- Students interact well with teachers and their peers when completing tasks. Only few teachers in both phases use questioning techniques and discussions to go beyond the first responses given. Therefore, in many lessons, there is a lack of challenge and opportunity to develop learning skills.
- Teachers adopt strategies to meet the needs of individuals and groups. However, not all lessons are sufficiently focused on students' specific needs. Lessons are often led by the teacher at the expense of developing students' independent learning and higher-order thinking skills.

	KG	Primary
Assessment	Good	Very good

- Assessment procedures are coherent but not consistently applied in KG. They are more standardised across subjects in the primary phase. Assessment for learning, and formal and informal peer- and self-assessment are applied, but the lack of understanding by some teachers and students means that the most able are not challenged.
- Well-analysed data from internal assessments and external benchmarks guide teaching in the best lessons. Analysis has led to curriculum adaptation in the primary phase to fill gaps in skills. KG and Primary teachers do not all use data information to determine levels for group work.
- A tracking system has been created and can be accessed by parents on-line. Teachers' use of it is not sufficiently developed to improve students' outcomes over a series of lessons.

#### For Development:

- Improve the quality of teaching by focusing more on the learning process to develop students' deeper knowledge and understanding, and allow sufficient time for students to discuss and consolidate their learning.
- Ensure that teaching and learning are organised to reflect the information from assessment, so that groups are created for each subject and challenges suitably optimise students' outcomes.

## 4. Curriculum

	KG	Primary
Curriculum design and implementation	Very good.	Very good.

- The curriculum is aligned to the NCERT framework and is compliant with Ministry of Education (MoE) guidelines. Cross-curricular links in lessons enable students to make connections with the real world. The thematic assemblies meet students' interests.
- Students experience activities that support their life skills. Science, technology, engineering, art and mathematics (STEAM) lessons provide further opportunities to develop innovation and enterprise skills. Technology is used in some lessons, but not consistently.
- The curriculum is periodically reviewed by the principal, subject heads and teachers. It offers continuity and progression in KG. In Primary, it includes content that is in line with ASSET and CAT4 assessments together with provision for the arts, technology and sports.
- Moral education is appropriately included in the curriculum.

	KG	Primary
Curriculum adaptation	Very good.	Good.

- The quality of curriculum modification and support to meet the needs of all students is variable. Sometimes, opportunities to interact productively with students to deepen their understanding are missed. The curriculum is not sufficiently adapted to meet the needs of the more able.
- Students engage in some enrichment and entrepreneurial activities during, before and after school. They develop their innovative thinking in cross-curricular activities that sometimes incorporate problem-solving, critical thinking and the use of technology.
- Exposure to the Arabic culture is variable in daily lessons. Displays in school, the celebration of special days and events, visits and cultural tours, all provide regular opportunities for students to understand the Emirati culture.
- Arabic is taught in KG2 for 35 minutes per week.

### For Development:

- Provide regular opportunities for students to develop the skills of enterprise and innovation.
- Ensure that the curriculum is suitably adapted to meet the individual needs of all students and in particular the more able ones.

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

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

- Arrangements for the care, protection and safeguarding of students remain strong. Students are supervised effectively at school and on school transport. Emergency procedures are well developed, and risk assessment processes are improving.
- Promotion of healthy living is a strength, but the evaluation of its impact is not effective. The premises support learning for most students. There are no lifts or ramps for anyone with mobility problems.
- Medical staff and teachers work well together, and involve the school council and all students to promote health and happiness. There is training in place for all staff to counter bullying and cyber-bullying.

	KG	Primary
Care and support	Good	Good

- A caring ethos and respectful relationships are clearly evident in both phases. Students' well-being and personal development are a high priority for all staff. The school has an effective approach to behaviour management. It has a limited impact on few boys in Primary.
- The school's approach is successful in promoting good attendance and punctuality. Teachers monitor the safety, personal development and well-being of students very effectively and offer strong pastoral care and support. Provision for academic guidance to help students improve their performance is developing well.
- The school has improved its identification of students of determination and those with gifts and talents, using a variety of assessment tools. The inconsistent quality of teaching hinders the progress that these students make. Students with gifts and talents have opportunities to excel through extra-curricular activities.

### For Development:

- Ensure that there are processes in place to evaluate the effectiveness of the systems for the health and safety of students.
- Support boys so that they show better levels of self-discipline and behaviour at break times and as they move around school.
- Improve the challenge and support in lessons for students of determination and those with gifts and talents.

## Inclusion of students of determination

Provision and outcomes for students of determination

Good

- Governors and senior leaders promote an inclusive ethos, reflected in the school's admission policy and its welcome for students of determination. There have been some improvements in resourcing since the previous inspection. However, investment in the professional development of staff is required in order to improve learning outcomes for students of determination.
- Leaders have extended their range of assessment tools to provide more accurate identification of the specific needs of students. In KG, early identification ensures that students are supported at an early stage. Intervention programmes do not always focus on the main barriers to learning.
- The school encourages parents to take an active part in reinforcing its work. Parental support makes a significant contribution to students' development. Parents are involved in all stages of the process, including regular reviews of their children's progress.
- Curriculum modification and support provided by specialist teachers in the learning centre are effective in building on students' prior learning and in developing their skills. In lessons, tasks and support are not consistently well matched to students' ability in order to help them to overcome barriers to learning and to optimise their progress.
- Students make good progress in developing personal and social skills. In KG, teachers use inclusive approaches to enable children to make consistently good progress. The inconsistent quality of teaching in Primary negatively impacts upon the progress students make.

### For Development:

- Review the structure of the inclusion team and refine roles to meet the changing needs of students of determination and to optimise their learning outcomes.
- Provide high quality professional development for teachers to equip them with the necessary skills to design and implement effective intervention strategies that will enable students to make strong gains in their learning.

## 6. Leadership and management

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

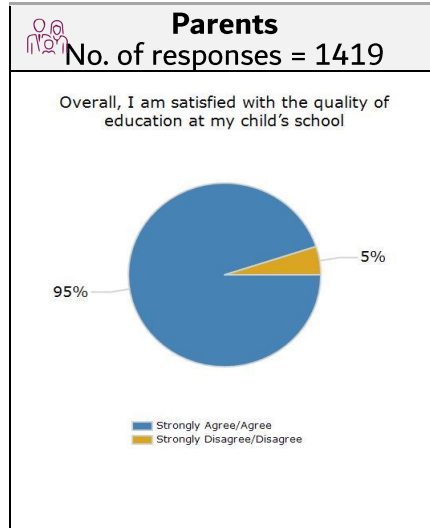
- Senior leaders share a sense of purpose and successfully communicate the school's aims. The school culture is focused on being inclusive and on students' personal development. Leaders have established a positive learning culture and understand that further improvements need to be made but are not totally successful in maintaining this consistently throughout the school. Not all leaders, including some middle leaders, are clear about how to increase the number of good and very good lessons in all subjects in both phases.
- Self-evaluation is increasingly used in the school's improvement planning. It is inconsistent in practice when monitoring teaching and learning. School improvement plans contain appropriate actions and achievable goals. They do not always result in improvement, especially in the primary phase, because the criteria for success are not clearly linked to what students know or can do. This has slowed progress in addressing recommendations from the previous inspection report.
- The school provides regular opportunities for parents to be actively involved. Parents are well informed about the school and about their children's achievements through various means of communication. Regular and sufficiently detailed reports keep them informed about their children's progress. There are strong links with local communities and other schools. This is beneficial to students, especially in sporting activities.
- The governing board has a wide representation. Information is gathered to provide an in-depth knowledge of the school. Working relationships with school leaders are positive. Governors have not been successful in raising the attainment and progress in Arabic as an additional language. The inclusion governor is involved in improving provision and in welcoming students of determination to the school. Governors understand that further improvements are needed.
- Most aspects of the day-to-day running of the school are well organised, through effective and efficient procedures. The school is adequately staffed. The majority of teachers are suitably qualified. Staff benefit from regular professional development, but this has not been successful in improving the overall quality of teaching. The number of books in the library is not adequate for the size of school.

### For Development:

- Ensure that all leaders have a clear understanding of what is best practice in teaching and learning in order to improve the consistency of lessons and to raise attainment and progress in Arabic as an additional language.
- Provide training for middle leaders so that there is a shared understanding of their roles and responsibilities.

## The Views of parents

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



### Parents

- Most parents who responded to the survey are positive about the school, their children's relationships and well-being, and their learning at home and school. Parents are less positive about their children having a close relationship or getting along with teachers, and with their children having lots of fun. Most parents believe that well-being and academic success are equally important.

## 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)