

VERY GOOD



2019-2020



























INSPECTION REPORT

UK CURRICULUM

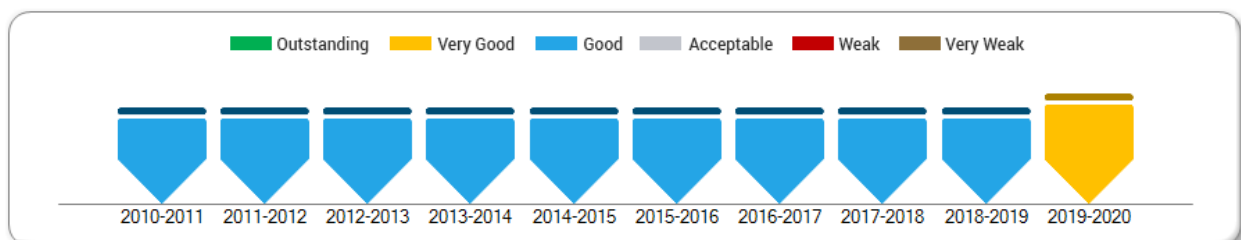
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School Information

General Information	 Location	Al Nahda
	 Opening year of School	1985
	 Website	www.msbdubai.com
	 Telephone	+97142677100
	 Principal	Zahabiya Juzer Moiz
	 Principal - Date appointed	1/8/2016
	 Language of Instruction	English
	 Inspection Dates	04 to 06 November 2019
Students	 Gender of students	Boys and girls
	 Age range	3 to 16
	 Grades or year groups	FS1 to Year 11
	 Number of students on roll	850
	 Number of Emirati students	0
	 Number of students of determination	45
	 Largest nationality group of students	Indian
Teachers	 Number of teachers	75
	 Largest nationality group of teachers	Indian
	 Number of teaching assistants	18
	 Teacher-student ratio	1:11
	 Number of guidance counsellors	1
	 Teacher turnover	16%
Curriculum	 Educational Permit/ License	UK
	 Main Curriculum	UK
	 External Tests and Examinations	IGCSE
	 Accreditation	Cambridge
	 National Agenda Benchmark Tests	GL, ISA

School Journey for MSB PRIVATE SCHOOL



Summary of Inspection Findings 2019-2020

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

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Student outcomes</p>	<ul style="list-style-type: none"> • There has been significant improvement in the progress of children in the Foundation stage (FS), in the attainment of students in English in Primary and in the quality of the students' learning skills also in Primary. The achievement of students is now mostly very good across the school. • Students are well behaved and self-disciplined and have excellent attitudes to school, their teachers and each other. They appreciate the relevance and impact of Islamic values on life in the UAE and associate them to their own life experiences. Students have an excellent work ethic, show care and consideration for others and acquire key skills to innovate and be creative.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Provision for learners</p>	<ul style="list-style-type: none"> • The senior leadership has made considerable efforts to improve teaching and learning and ensure that assessment outcomes are used to inform the planning of future provision for students. This has resulted in a clear improvement in the quality of teaching in FS and Primary, two areas which were identified as needing improvement in the last inspection report. Rigorous assessment informs and drives the National Agenda priorities in the school. • The school reviews its curriculum regularly to ensure that it meets the statutory requirements and the academic and personal needs of all students, while providing creative and innovative activities. In-service training has helped teachers to modify the curriculum effectively for all students, including students of determination. Students are developing a clear understanding of UAE values and culture through lessons and assemblies. • The wider school community is kept fully aware of the school's rigorous arrangements for health and safety, including child protection. The school buildings are well maintained, medicines are securely stored in the clinic and chemicals are appropriately put in safekeeping. The school promotes healthy lifestyles through a range of curricular and extra-curricular activities. Arrangements to promote attendance and punctuality are effective.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Leadership and management</p>	<ul style="list-style-type: none"> • School leadership is much more aware, than previously, of the quality of students' outcomes. This is due to the rigorous monitoring and evaluation of the quality of teaching and learning throughout the school. A key strength is the way the board of governors, the parents and the senior leadership team communicate and support each other on the school's journey of improvement.

The best features of the school:

- Students' high achievements in mathematics and science across the school and in English in Primary and Secondary
- The highly effective and accountable leadership at all levels
- Students' personal and social development and their appreciation of the role and value of Islam within the UAE society
- The very effective partnerships with parents and the wider school community
- The rigorous monitoring and evaluation of teaching and learning and the school's commitment to the National Agenda priorities.








Key recommendations:

- Improve children's achievement in English in the FS.
- In Year 1, build effectively on the strong learning skills developed in FS.
- Improve students' attainment and progress in Islamic education and Arabic in Primary and Secondary.

Overall School Performance

Very good ↑

1. Students' achievement



		Foundation Stage	Primary	Secondary
 <p>Islamic Education</p>	Attainment	Not applicable	Good	Good
	Progress	Not applicable	Good	Very good
 <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	Not applicable	Good	Good
	Progress	Not applicable	Good	Good
 <p>English</p>	Attainment	Good	Very good ↑	Very good
	Progress	Good	Very good	Very good
 <p>Mathematics</p>	Attainment	Very good	Very good	Very good
	Progress	Very good ↑	Very good	Very good
 <p>Science</p>	Attainment	Very good	Very good	Very good
	Progress	Very good	Very good	Very good
 <p>UAE Social Studies</p>	Attainment		Very good	

		Foundation Stage	Primary	Secondary
Learning skills		Very good	Very good ↑	Very good

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

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

3. Teaching and assessment

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Very good 	Very good 	Very good
Assessment	Very good	Very good	Very good


4. Curriculum

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

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

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

6. Leadership and management

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

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

National Priorities

National Agenda Parameter



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

The school meets the registration requirements for the National Agenda Parameter (NAP) for the academic year 2019-2020.

School's progression in international assessments

is above expectations.

- TIMSS international assessment data exceeds targets in English, mathematics and science. PISA data also reflects improvement, with reading being the least strong area. Overall, the progression in PISA and TIMSS is very good. The GL scores between the two assessment cycles show outstanding progress in mathematics and science, while in English it is very good. PIRLS is at the high international benchmark level, reflecting significant improvements in reading and comprehension. Comparisons between NAP outcomes and CAT4 measured potential demonstrate that, on average, students attain better than what is indicated by their measured potential.

Impact of leadership

is above expectations.

- The leadership of the school is fully supportive of the vision and goals of the National Agenda. The action plan is very detailed, specifying processes for monitoring and measuring student outcomes. Targeted modifications have aligned the curriculum more closely to external assessments.

Impact on learning

is above expectations.

Research skills are being developed to assist students to distinguish between relevant and irrelevant information. The use of the scientific method to support investigative practical work is an integral feature in science lessons. Critical thinking is now a feature of student learning, but it does not yet include flexibility, open mindedness or inquisitiveness.

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

For Development:

- Identify students' key areas of strength and weakness, and their preferred learning styles.
- Monitor rigorously the effectiveness of what is to be taught and learned to meet the learning needs of all students.
- Ensure there is a common understanding of what constitutes critical thinking and how to integrate it successfully into teaching and learning.

Moral education

- Character building and morality are being developed in the school generally through the moral education programme. For example, Year 10 students consider financial stability and its implications on the global and personal level. Year 2 students focus on emotions and their impact on their lives. In-depth discussion and debate are not always significant features of lessons.
- Teaching covers empathy, responsibility, dilemmas and the significance of UAE heritage. From Year 8, topics in humanities relate to real-life critical situations and crisis management. In Year 10, lessons relate to civics topics, such as the characteristics of the Dubai judiciary system.
- Students' achievements are determined by day-to-day informal and end-of-topic assessments. There are several cross-curricular links used in the programme, most notably with English. For instance, students consider biographies and autobiographies and discuss the values that emerge.

The school's implementation of moral education is meeting expectations.

For Development:

- Increase the amount and quality of in-depth discussion and debate in lessons.

Reading across the curriculum

- Students' reading skills are improving, particularly in Primary and Secondary, where most students are becoming confident, competent readers. Underperformance is addressed promptly with intervention and support.
- Teachers promote independent reading skills in lessons using meaningful contexts for learning. Opportunities for reading, using subject-specific vocabulary, are actively provided in most subjects.
- School initiatives for all year groups promote enjoyment and purpose in reading. Online reading schemes and library books are chosen carefully in consultation with students.
- School leadership is fully committed to improving students' reading throughout the school through effective teaching and support strategies, increased resources and imaginative inducements to promote reading.

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

For Development:

- Monitor and evaluate the success of strategies to address underperformance in reading in the secondary phase, particularly that of boys.
- Embed recent initiatives to support students' reading skills in ways that build their confidence and enjoyment.

Innovation

- Students are developing innovative skills in a range of activities that are also enabling them to apply their research and inquiry skills. This, however, is inconsistent across the year groups.
- Students design innovative ways of addressing challenges within the school and the local community. They participate in competitions involving other schools.
- Teachers provide students with opportunities to be innovative in applying knowledge in new contexts in a range of subjects, inside and outside the classroom.
- The curriculum is being adapted in most subject areas to promote innovation. Increasing numbers of students are developing their skills of critical thinking.
- Governors and the senior leadership team have increased the focus on innovation by prioritising the use of technology in the school's action plan.

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

For Development:

- Ensure that the culture of innovation is systematically promoted and integrated across the school community and within all subject areas.
- Provide more opportunities for all students, including students of determination, to be involved in innovative projects.

Main Inspection Report

1. Students' achievement

Islamic Education

	Foundation Stage	Primary	Secondary
Attainment	Not applicable	Good	Good
Progress	Not applicable	Good	Very good

- In Primary, students understand the importance of being good citizens and adopt Islamic values in their everyday lives. Secondary students engage in healthy debates about the current issues Muslims are facing, often suggesting ways to address them.
- Across the school and especially in secondary classes, students learn through lively discussions of given topics. However, in Primary, students find it difficult to read the Holy Qur'an with Tajweed rules, as Arabic is not their first language.
- Since the last inspection, the department has trained teachers in the primary phase to provide students with more opportunities to become independent learners, by allowing them to use their learning skills more effectively. However, this is still at an early stage of development.

For Development:

- Accelerate progress in Primary by providing teachers with additional training on how younger students learn.

Arabic as an Additional Language

	Foundation Stage	Primary	Secondary
Attainment	Not applicable	Good	Good
Progress	Not applicable	Good	Good

- Students' attainment and progress in the upper primary phase are marginally better than those in the lower year groups. Year 8 students' rate of progress is also slightly higher than that of those in Years 7 and 9. Girls are progressing more quickly than boys.
- The majority of students have strong listening skills. Their reading of familiar texts is good, but their comprehension is less secure. Students' fundamental writing skills are sound. However, their extended writing and speaking skills are less developed.
- Recently, teachers have started to use technology more frequently for classroom presentations to engage students more actively in lessons. This process is still at the early stages of implementation, and there is still insufficient use of technology to support the development of students' language skills.

For Development:

- Adopt teaching strategies and modify the curriculum to meet the needs of the different groups of students.
- Provide students with more outcome-focused opportunities to improve their independent writing and speaking skills.

English

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

- In FS, children’s speaking, listening and writing skills are developing well. They engage willingly in conversation. They enjoy listening to stories, but they make slow progress in understanding new words. Their reading skills are less developed than their other language skills.
- Reading initiatives have raised attainment levels, particularly in the primary phase. The school’s drive to embed the teaching and learning of the language skills in a cross-curricular approach, with a focus on real-life contexts, is resulting in very good progress.
- The development of students’ spoken English is enhanced by many opportunities for critical thinking, debate and presentations within lessons. The improved achievement in writing is the result of the school’s focus on increasing opportunities for sustained and purposeful writing across the curriculum.

For Development:

- Enhance FS children’s comprehension skills by applying their developing phonic skills to contexts, using attractive visual texts to create interest and meaning to them.

Mathematics

	Foundation Stage	Primary	Secondary
Attainment	Very good	Very good	Very good
Progress	Very good ↑	Very good	Very good

- Teaching the subject through real world contexts contributes to the very good attainment and progress across the school. IGCSE results, at Year 11, continue to be outstanding. External international data, in Primary and Secondary, is also outstanding.
- Children in FS apply their developing number skills to everyday life situations. Year 6 students enjoy relating their number work to transactions in a bank account. Secondary students enjoy topics related to geometry and statistics, but many students experience difficulties with algebra.
- Students use mathematical language confidently in explaining their work, reflecting the school’s strong emphasis on key vocabulary. Enquiry, research, problem solving and reasoning skills are developing well, while critical thinking is not integrated securely enough within the subject.

For Development:

- Ensure critical thinking, enquiry, problem-solving and research skills are fully embedded into the curriculum at all year levels.

Science

	Foundation Stage	Primary	Secondary
Attainment	Very good	Very good	Very good
Progress	Very good	Very good	Very good

- Students' achievements in internal assessments are above curriculum expectations in all phases, and their skills are well-developed. Their results in external examinations in Primary and Secondary indicate that their knowledge and understanding of scientific concepts are very good.
- Across the school, students' investigative skills are well developed. They can make predictions, devise means of establishing a fair test, tabulate data and draw conclusions. However, their conclusions are sometimes not linked well enough to the relevant scientific knowledge.
- The school provides students with opportunities to use technology, including innovative educational solutions to enhance their higher-order thinking skills. However, the use of technology is not focused clearly enough on the development of skills related to scientific thinking.

For Development:

- Capitalise on the innovative solutions provided by the school, including technology, to enhance students' creative skills.

UAE Social Studies

	All phases
Attainment	Very good

- Across the phases, stand-alone lessons in UAE social studies are providing high quality contexts for the development of reading for comprehension, research and presentations. Teachers ensure that lesson content is linked closely to students' real-life experiences.
- A strong focus is the provision of field trips to increase students' awareness of the history, art and cultural heritage of the UAE. Older students are gaining an understanding of international relations, diplomacy and negotiation skills.
- The recently-introduced textbooks are helping secure greater continuity and progression in the subject. However, work in a few of the textbooks does not reflect the same care and attention found in the textbooks in the other subjects.

For Development:

- Strengthen the UAE social studies 'brand' across the school, in documentation and timetabling, and link its development to the whole-school priorities.

Learning Skills

	Foundation Stage	Primary	Secondary
Learning skills	Very good	Very good ↑	Very good

- Children’s interaction, collaboration and communication skills in FS, taking age into consideration, are stronger than in Primary and Secondary. In Secondary, the application of learning to real-life situations is marginally more effective than in the other phases.
- Most students are eager to learn and have a responsible attitude to their work. They use enquiry and research skills and learning technologies effectively when given the opportunity to do so. They interact well in a range of learning situations and communicate their learning clearly and with confidence.
- Students participate enthusiastically in a range of innovative learning activities. Students’ critical thinking and problem-solving skills are developing to some extent in almost all areas of learning. However, this is not consistently evident across all the subjects and year groups.

For Development:

- Ensure that students’ critical thinking and higher-order thinking skills are more consistent across all the year groups and subjects.

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

	Foundation Stage	Primary	Secondary
Personal development	Very good	Very good	Outstanding

- Students’ levels of respect and social skills are at least very good and are frequently outstanding in Secondary. Students are very willing participants in learning. FS children collaborate well to make their own three-dimensional models from selected recycled materials.
- Across the phases, students’ relationships are characterised by high levels of cooperation and support. Older students in the secondary phase are particularly confident and enthusiastic, showing high levels of interest and commitment to their learning.
- Teachers maintain a specific focus on students’ personal and social development. They promote healthy lifestyle choices and ensure that opportunities for physical exercise are integrated into the school day. Students enjoy school, and their attendance and punctuality are very good.

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

- Students in all phases have very good understanding and appreciation of Islamic values and the importance and relevance they have in their everyday lives. They recognise the contribution these values make to the creation of a balanced and fair society.
- Students exhibit high levels of knowledge and understanding of the UAE culture and heritage. The school raises their awareness of these through carefully-planned activities, such as National Day, where students learn about their culture in an enjoyable context.
- Students show a keen awareness of their spiritual values and of their own culture and appreciate these through the significance they have been given in the school. However, their knowledge of key aspects of other world cultures is not as well developed.

	Foundation Stage	Primary	Secondary
Social responsibility and innovation skills	Very good	Very good	Very good

- Students across the school, and senior students in particular, are well aware of their responsibilities towards the school and their community. They participate willingly in voluntary activities, such as helping to plant flowers and shrubs around the school.
- Students are involved in many community projects, such as visiting and helping elderly people. They are aware of the importance of contributing to different local initiatives and express willingness to become more involved in projects related to the wider community.
- Students are eager to learn and anxious to succeed. They work hard to achieve their goals. They take on leadership responsibilities within extra-curricular activities and engage enthusiastically in enterprise and entrepreneurship initiatives, in which they raise funds for charitable causes.

For Development:

- Improve students' knowledge and awareness of other world cultures.

3. Teaching and assessment

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Very good ↑	Very good ↑	Very good

- Teaching is of high quality in all three phases of the school and in most subjects. There is still some inconsistency in the quality of teaching in the lower primary classes. Teaching of Arabic as an additional language is less strong than that of other subjects.
- Teachers use questioning effectively in most lessons to prompt students' thinking and test their understanding of what has been taught. In the best practice, teachers promote critical thinking, problem-solving and independent learning through well-chosen questions and activities.
- The school has placed particular emphasis on promoting independent learning, creative thinking and problem-solving. This has raised the quality of teaching across the school, particularly in FS, where teachers use the 'Free-flow' approach to learning to good effect.

	Foundation Stage	Primary	Secondary
Assessment	Very good	Very good	Very good

- Continuous review and enhancement have improved the quality of the school's assessment processes and procedures. There is now a greater consistency in assessment practices across the subjects. Leaders' effective action has resulted in more reliable and valid internal assessment data.
- Tracking of individuals and cohorts is extensive. External data and information on students' thinking skills identify their strengths and weaknesses, facilitating targeted interventions to meet their needs. Although this is encouraging students to take greater responsibility for their own learning, it is not followed up as effectively as it could be.
- A strong training programme has been established to help teachers use assessment information on students' thinking more effectively in lesson planning. In practice, lesson modification is not yet sufficiently consistent to meet the learning needs of all student groups and in all subjects.

For Development:

- Use assessment data more skilfully to inform teachers' planning of activities so that the learning needs of all students are met.
- Provide regular follow-up sessions with each student to discuss the progress made against the set targets.

4. Curriculum

	Foundation Stage	Primary	Secondary
Curriculum design and implementation	Very good	Very good	Very good

- The whole-school curriculum is fully aligned with the Early Years Foundation Stage (EYFS) and the National Curriculum for England, and it meets all statutory requirements. It is balanced, coherent, and progressive and takes full account of the UAE National Agenda and priorities for development.
- Students benefit from opportunities that follow a more imaginative, cross-curricular approach to holistic learning. They apply their skills and develop confidence in collaborative work, critical thinking, research and problem-solving in contexts that not only interest them but also relate to real-life situations.
- The school reviews its curriculum regularly to ensure that it meets the academic and personal needs of all students and provides sufficient choice. Recent initiatives are providing further opportunities for students to enhance their skills of innovation and entrepreneurship.

	Foundation Stage	Primary	Secondary
Curriculum adaptation	Very good	Very good	Very good

- The school has recently made significant efforts, through in-service training for teachers, to increase their understanding of the issues facing students with additional learning needs. These efforts are resulting in more effective curriculum modification for all students.
- The school is offering many opportunities for students to engage in activities that promote enterprise, innovation, creativity and social contribution. An increasing number of students are demonstrating their interest and enthusiasm as they participate in these activities across various subjects.
- Numerous learning experiences that are integrated through most aspects of the curriculum are helping students develop a clear understanding of the values and culture of the UAE. This exposure is complemented by interesting supporting activities, including assemblies.

For Development:

- Ensure that all teachers and learning support assistants (LSAs) are trained to support students of determination and to implement the relevant curriculum modification strategies required.

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

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

- The school has in place rigorous policies and procedures for health and safety, including child protection, which all school stakeholders understand. During ‘Anti-bullying Week’, students design posters and develop role plays about the negative effects of bullying.
- The school buildings are of high quality and are maintained in excellent condition. Rigorous safety checks are frequent. Record keeping is detailed and securely held. Medicines are securely stored in the clinic, and chemicals are appropriately stored.
- The well-being ambassadors promote positive attitudes among students. Morning assemblies emphasise the importance of well-being, keeping healthy by adopting healthy eating habits, keeping safe on the roads and getting adequate amounts of sleep. The school provides students with a healthy breakfast at the start of each day.

	Foundation Stage	Primary	Secondary
Care and support	Very good	Very good	Very good

- The relationships students have with staff and with each other are very positive and are based on a culture of mutual respect. Clear policies regarding attendance and expectations of behaviour are in place and are well understood by students and their parents.
- The school has effective processes for the identification of, and provision for, students of determination. The school has also started to make improvements in the area of identification and provision for students with gifts and talents.
- The school leadership develops arrangements for the care and support of all students. Through its provision of information and counselling to both staff and students, the school is successfully creating an atmosphere of trust and respect.

For Development:

- Establish more effective procedures to identify students with gifts and talents and meet their academic and personal needs.

Inclusion of students of determination

Provision and outcomes for students of determination

Very good ↑

- Governors and senior leaders clearly demonstrate their commitment to the successful inclusion of students of determination. This is evident in the school's current action plan.
- The identification of students of determination is improving and now uses assessment data, observations of trained professional staff and input from class teachers and parents. The resulting individual education plans (IEPs) are more focused on relevant and achievable targets.
- Parents are directly involved in the development of their children's IEPs and receive regular updates on their progress. They report that their children are now making more rapid progress in their work and are happy at school.
- The school is making very good progress in providing support for students of determination. By providing information and training to class teachers, LSAs and parents, the school has been able to raise the level of their understanding and ability to provide effective support.
- The progress of students of determination is monitored very closely through in-class observations. Care is taken to ensure that lessons match the targets and goals outlined in the IEPs. The monitoring of internal and external assessment data is carried out systematically and is supporting the school's understanding of the progress each student is making.

For Development:

- Ensure that class teachers and assistants are fully informed about the nature of the difficulties facing students of determination.

6. Leadership and management

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

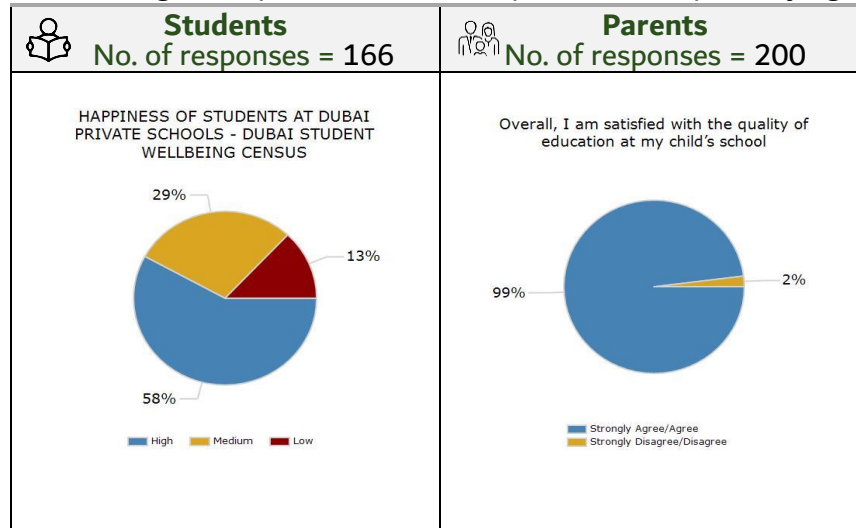
- The principal leads a team of dedicated professionals who promote a clear vision, which is shared by the whole school community and is strongly supported by governance. Leadership is effectively distributed with a clear focus on improving student outcomes. The school has a culture of mutual respect and purposeful learning. Leadership is innovative in its successful development of the school and ensures that the school is fully compliant with statutory and regulatory requirements.
- The rigorous self-evaluation and on-going monitoring of teaching ensure that leaders know the strengths and areas for improvement very well. School improvement planning is coherent and focused. All recommendations from the previous report have been addressed or are in the process of being addressed. The school is building upon its strengths, addressing identified target areas, including the UAE National Agenda priorities and bringing about important and sustained improvements in student outcomes.
- Parents effectively engage as partners in their children's education and are very supportive of the school. They are consulted about the work of the school on a regular basis, and their views are valued. Parents report that they are well informed about their children's education through a range of communication channels and that the school effectively and promptly acts upon their concerns. Reporting to parents on students' academic progress and personal and social development is clear and comprehensive.
- The board of governors includes representation from almost all stakeholders. It provides a good level of support for the leadership team while holding them to account for students' achievement, their personal development and the overall performance of the school. Governors, in ensuring that good quality staffing and resources are deployed in line with key priorities, have had a positive impact on the school's performance.
- The school runs very smoothly on a daily basis. Staff and students are aware and respectful of the school's routines and requirements. Staff benefit from personalised professional development opportunities, both internally and externally. The premises are of high quality, and the facilities provide students with a safe, clean and stimulating environment that is matched to the curriculum requirements. A variety of high-quality resources and equipment promote very effective teaching and learning.



For Development:

- Increase further the proportion of teachers who have appropriate teaching qualifications.

Views of Parents and Senior Students

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



 Students	<ul style="list-style-type: none"> The students who responded to the survey are generally optimistic, happy at school and satisfied with their lives. The strength of friendships and how they see themselves as learners have all improved since the last inspection. This is supported by the findings of this inspection, where inspectors met with happy, confident students in an inclusive school environment.
 Parents	<ul style="list-style-type: none"> Almost all the parents who responded to the survey are very satisfied with the quality of education their children receive. Many expressed their satisfaction with the values the school instils and the quality of home-school relationships. These views are reflected in the findings of the inspection team.

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