

GOOD



2019-2020

# INSPECTION REPORT

JAPANESE CURRICULUM

JAPANESE SCHOOL

## Contents

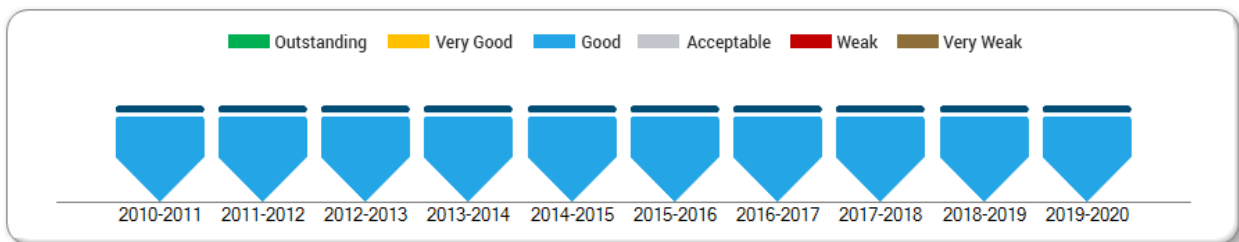
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### School Information

General Information	Location	Al Wasl
	Opening year of School	1980
	Website	www.japanese.sch.ae
	Telephone	+971 043449119
	Principal	Masao Wada
	Principal - Date appointed	10/20/2019
	Language of Instruction	Japanese
	Inspection Dates	10 to 12 February 2020
Students	Gender of students	Boys and girls
	Age range	4 to 15 years
	Grades or year groups	KG1 to Grade 9
	Number of students on roll	164
	Number of Emirati students	0
	Number of students of determination	0
	Largest nationality group of students	Japanese
Teachers	Number of teachers	14
	Largest nationality group of teachers	Japanese
	Number of teaching assistants	3
	Teacher-student ratio	1:12
	Number of guidance counsellors	0
	Teacher turnover	33%
Curriculum	Educational Permit/ License	Japanese
	Main Curriculum	Japanese
	External Tests and Examinations	Japanese Ministry of Education
	Accreditation	Japanese Ministry of Education
	National Agenda Benchmark Tests	n/a

### School Journey for JAPANESE SCHOOL



## Summary of Inspection Findings 2019-2020

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

Students Outcomes	<ul style="list-style-type: none"> <li>Students, in all phases, achieve highly in the large majority of subjects. In English, adaptations to the curriculum are resulting in even higher achievement this year. Attainment in science is improved in KG, whereas, achievement in junior high school is lower than last year. Students' achievement in Arabic is acceptable but student progress is limited due to insufficient lesson time.</li> <li>All students have highly-developed personal and social skills. With help from Arabic teachers, and a programme of integrated studies, they acquire a good understanding of Islamic values and knowledge of the culture and heritage of the UAE. On a daily basis, all students have roles and responsibilities within the school community.</li> </ul>
Provision for learners	<ul style="list-style-type: none"> <li>Teaching, across all the school, is good or better. Small class sizes enable teachers to know their students well and to personalise learning. Interactions are strong. The improvement to students' learning skills this year, in both KG and the elementary phase, is contributing to their rapid progress. Effective collaboration, independent learning, and research are features of many lessons across most subjects.</li> <li>The curriculum is generally well-designed, particularly in KG, where there is an appropriate focus on child-centred learning. Non-compliance in Arabic and UAE social studies is limiting student progress and students are not fully benefitting from the diversity around them. Adaptations to the English curriculum, in advance of Japanese (MoE) requirements, are having a positive effect on student achievement.</li> <li>Children in KG benefit from newer accommodation than those students in the upper phases. Improvements to the arrival of buses are promoting student safety. Teachers generally demonstrate high levels of care for all students. The school is beginning to identify those who may need additional support. There are effective procedures to promote positive behaviour and attendance.</li> </ul>
Leadership and management	<ul style="list-style-type: none"> <li>In the upper phases, leadership is invested in all teachers, and staffing undergoes change on an annual basis. The new upper school principal is reviewing the school's mission and this, along with establishing systems to evaluate and improve provision and student performance, will support continuity of learning. Leadership of KG is more permanent. Parent partnership supports the school well. However, the focus of governance is too narrow to fulfil its key roles.</li> </ul>

### The best features of the school:

- The high quality of teaching and the development of students' learning skills, in all phases, leading to good or better progress in most core subjects
- Students' strong personal and social development, in all three phases
- Very positive teacher and student relationships, which support personalised learning
- The ease of parents' access to teachers and the high degree to which they are informed about their children's learning and development.

### Key recommendations:

- Governors and leadership must ensure that the school is fully committed to the UAE national priorities. The school must also comply with requirements for Arabic, as an additional language, and the UAE social studies.
- Leaders must establish effective systems to evaluate accurately school and student performance, shared with governance, to address the school's and UAE's priorities effectively.
- The Governing Board must clarify its role and include an oversight of all students' personal and academic development, in order to hold school leaders to account as well as to target the school's resourcing needs effectively.
- Governors and school leaders must become familiar and act on all UAE compliance issues including provision for inclusive education and UAE social studies.

## Overall School Performance

Good

### 1. Students' achievement

		KG	Elementary	High
 Islamic Education	Attainment	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable
 Arabic as a First Language	Attainment	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable
 Language of instruction	Attainment	Very good	Very good	Very good
	Progress	Very good	Very good	Very good
 English	Attainment	Very good ↑	Very good ↑	Very good ↑
	Progress	Very good ↑	Very good ↑	Very good ↑
 Mathematics	Attainment	Good	Very good	Very good
	Progress	Good	Very good	Very good
 Science	Attainment	Good ↑	Very good	Good ↓
	Progress	↑ Good	Very good	Good ↓
 UAE Social Studies	Attainment		Weak	
<b>Learning skills</b>		Very good ↑	Very good ↑	Good

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

	KG	Elementary	High
Personal development	Very good	Very good	Very good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good
Social responsibility and innovation skills	Good	Very good	Very good


## 3. Teaching and assessment

	KG	Elementary	High
Teaching for effective learning	Good	Good	Good
Assessment	Good	Good	Good




## 4. Curriculum

	KG	Elementary	High
Curriculum design and implementation	Good	Acceptable	Acceptable
Curriculum adaptation	Good 	Acceptable	Acceptable

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

	KG	Elementary	High
Health and safety, including arrangements for child protection/ safeguarding	Good	Acceptable	Acceptable
Care and support	Good 	Good 	Good

## 6. Leadership and management

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

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 (NAP), which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets.

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

Not applicable for this school.

### Moral education

- The moral education programme is taught in an integrated way. Teachers have strong subject knowledge and ensure that lessons are personalised. Teachers engage students through the use of supplementary resources and real- life examples.
- Moral education is informally assessed. Students learning outcomes are formally reported to parents on a regular basis, specifically about how their children act and feel. Teachers identify students' weaknesses and strengths and, with parents, set targets for areas of improvement.
- The school's MEP is taught in Japanese from Grade 1 to Grade 9. It follows the Japanese Moral Education Curriculum so that what is to be taught, and how, enables the UAE learning outcomes to be met.

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

### For development:

- extend students' learning beyond the school community, using technology where appropriate, to enable them to contribute to moral and ethical issues that youth in general face in the world today.



## Reading across the curriculum

- The school does not require, nor use, any internal or external reading tests to track students' progress and to measure their reading skills.
- The homeroom teacher, and Japanese, Arabic and English language teachers monitor students' reading skills in their lessons and provide individual support to those who require help.
- All teachers encourage students to read more books through various reading activities, but there are no coordinated efforts across subjects, and no common agreement on how to support under-performing readers.
- The school library is small and does not promote the joy of reading adequately. The reading stock of Japanese, Arabic and English books is refreshed annually.

The school's provision, leading to measurably improved outcomes in reading across the curriculum, **is underdeveloped**.

### For development:

- develop and implement a system to measure, assess, and track students' reading skills and proficiency.
- develop a whole school approach to encourage students to read more widely across all subjects.

## Innovation

- In a few lessons, students are learning independently and developing critical thinking and problem-solving skills. Opportunities to demonstrate innovation and the use of technology are underdeveloped across the school.
- Students are not encouraged to develop initiatives or new ideas. The application of creative skills and entrepreneurial actions is not a common feature of the school.
- In some subjects, teachers provide students with opportunities to work independently. However, many lessons are teacher and textbook driven, with minimal adjustments to promote innovation.
- Opportunities for students to access different topics beyond textbooks, experiment with research technology, and benefit from experiences outside normal lessons, are limited.
- Innovation has not been a whole-school focus for leadership. Teachers, as leaders of learning, are beginning to find ways to create a culture of innovation within individual classrooms.

The school's promotion of a culture of innovation is **underdeveloped**

### For development:

- ensure consistent opportunities for students to plan independently and pursue their own lines of enquiry.
- enable all students to engage in enterprise, innovation, creativity and social contribution through developing links with community and sustainability programmes.

## Main Inspection Report

### Arabic as an additional language

	KG	Elementary	High
Attainment	Not applicable	Acceptable	Acceptable
Progress	Not applicable	Acceptable	Acceptable

- Internal assessment information indicates better than expected levels of achievement for a large majority of students. However, in lessons, most students attain levels that are in line with curriculum standards. Progress in listening and vocabulary extension is steady from students' starting points.
- In the elementary phase, speaking and listening skills are at an acceptable level. Younger students are able to answer questions with short phrases and this develops, at a steady pace, as they move through the grades. Students in the junior high phase are showing improved writing skills.
- Students' recent work reflects sufficient levels of knowledge of grammar and spelling. In the best examples, students can create a short-written dialogue, but this is the exception. Girls and boys are progressing at a similar rate. Reading skills are less developed.

#### For development:

- improve students' reading comprehensions skills.
- provide students with more opportunities to extend their speaking and independent writing skills by ensuring they have sufficient time to master and practice what they learn.
- modify the curriculum based on the knowledge of individual student starting points.

### Language of instruction

	KG	Elementary	High
Attainment	Very good	Very good	Very good
Progress	Very good	Very good	Very good

- Students' attainment in their assessments vary across phases but is in line with what is seen in their workbooks. The outcomes from the skill proficiency tests, for students in the junior high phase, are higher and support what is seen in lessons.
- In the KG, children learn words and characters through play and songs. Some children articulate phrases and express their feelings clearly. Most children recognise and copy Japanese characters neatly. Many children are able to read short, simple sentences from story books.
- In the upper 2 phases, all students listen attentively, and express their opinions clearly, when provided with opportunities to do so. Student writing and reading comprehension skills are developing rapidly.

#### For development:

- promote creative approaches, beyond textbooks and worksheets, to develop students' Japanese language skills.

## English

	KG	Elementary	High
Attainment	Very good ↑	Very good ↑	Very good ↑
Progress	Very good ↑	Very good ↑	Very good ↑

- Improvements in provision, since the previous inspection, are reflected in students' stronger results in the end of term assessments. Their written work, reading comprehension, and oral skills confirm the validity of the internal assessment information.
- Students' attainment in Grades 7 to 9 far exceeds the expectations of the Japanese MoE curriculum for learning English as a foreign language. These students extend their skills by means of reading and writing at higher levels of proficiency in the second and third terms.
- Students listening and speaking skills are generally high; handwriting skills are, with very few exceptions, excellent. A particular strength is the musical component of the English curriculum, whereby students sing topical songs to consolidate their use of vocabulary and pronunciation.

### For development:

- students should write at greater length for a variety of purposes, including book reviews, persuasive and creative prose and factual reports.

## Mathematics

	KG	Elementary	High
Attainment	Good	Very good	Very good
Progress	Good	Very good	Very good

- Internal assessments indicate stronger attainment by students', in the early elementary phase and in Grade 9. The end of term skill proficiency tests, for Grades 7 to 9, show higher levels of student attainment, compared to those observed in lessons and in workbooks.
- In KG, children gain confidence and competence in working with number and 2D shapes. The older students learn a wide range of mathematics, in line with the Japanese curriculum, including opportunities to apply their mathematics to real-life situations.
- Students, in upper 2 phases, have a good understanding and rapid recall of number. They can find solutions to simple algebraic equations and apply geometrical formulae. An initiative, this year, is to provide regular mathematical problem challenges that can be completed at home.

### For development:

- increase opportunities for students to develop their critical thinking, problem-solving skills and enhance their learning through the appropriate use of technology.

## Science

	KG	Elementary	High
Attainment	Good ↑	Very good	Good ↓
Progress	Good ↑	Very good	Good ↓

- In KG, the majority of children demonstrate an improved understanding of the natural world. Most children are developing their abilities to manipulate materials successfully to achieve a planned effect. However, they do not use simple scientific terminology when predicting and recording their observations and conclusions.
- Results from the last year's assessments, for Grades 7 to 9, indicate that the strongest student attainment is in the first year of junior high school. This pattern is supported by the results of the end of term skill proficiency tests.
- In the 2 upper phases, most students perform investigations and experiments successfully. They develop their skills of interpreting scientific calculations accurately and recording their results clearly. However, students are not always challenged to explain their predictions or their conclusions.

### For development:

- improve achievement, in the junior high school phase, by challenging students to predict and make conclusions from evidence.
- provide students in all phases with more regular opportunities to develop their enquiry skills.

## UAE Social Studies

	All phases
Attainment	Weak

- The school does not teach the UAE social studies.
- Comparisons between Dubai and other countries are made in Manara, the school's programme of integrated studies. Although the content is not so wide and developmentally structured as the mandated programme, it develops students' communication and presentation skills as well as their abilities to evaluate source materials. The school has published its own resource book for the programme.
- No assessments are made of the students' learning.

### For development:

- introduce the statutory core subject of UAE social studies for Grades 1 to 9 and assess and report on students' achievements.

## Learning skills

	KG	Elementary	High
Learning skills	Very good ↑	Very good ↑	Good

- Across the school, students are enthusiastic, participate well in their learning, and enjoy their lessons. Most students concentrate for sustained periods of time. They take responsibility for their own and their peers' learning when given the opportunity to do so.
- In some subjects in the elementary phase, students are routinely developing their presentation, communication and research skills and making greater use of technology. This is a strong feature in the programme of integrated studies where students make good links with other subjects to explain their learning.
- Students work well in groups and collaborate purposely with their peers. Equally, they are able to initiate their own projects, developing ideas and understanding independently, at home. However, critical thinking, problem-solving and independent learning skills are still insufficiently integrated into lessons.

### For development:

- ensure critical thinking and enquiry skills are embedded in students' learning experiences in all phases.
- increase the use of technology to develop research and extend learning beyond the classroom, particularly for junior high school phase students.

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

	KG	Elementary	High
Personal development	Very good	Very good	Very good

- All students have positive and responsible attitudes to school. Children in KG demonstrate growing autonomy and independence, indicated by increasing self-care and a willingness to participate in daily routines. They are able to have an active role in caring for themselves and others.
- Students have strong relationships with adults in the school and a network of connections among each other. They treat everyone at the school with respect and have strong self-discipline.
- In all phase's students make healthy choices in relation to nutrition and exercise and regularly participate in activities that promote a healthy lifestyle. Students are respectful of the need to be punctual to lessons and enjoy coming to school.

	KG	Elementary	High
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good

- Students are respectful of religions. They learn about Islamic values within some curriculum areas. For example, students in Grade 8 created presentations on why Muslims pray. Visits to a mosque contribute to the promotion of this understanding.
- Prominent displays of the history of the UAE, traditional Arabic artefacts, as well as more topical icons, such as, the achievements of Hazza Al Mansouri, contribute to students' appreciation of Islam. Students enjoy welcoming Arabic visitors with greetings in Arabic.
- Students research and share their knowledge of UAE culture and Islamic values, through the activities within the integrated studies programme. Learning in this subject is often compared with their own experiences including sharing their pride of their own culture through drama and art.

	KG	Elementary	High
Social responsibility and innovation skills	Good	Very good	Very good

- Students, in all phases, are aware of their responsibilities, within the school community, to each other and to their school. Through well-planned arrangements, they take good care of their immediate surroundings and are aware of important environmental issues in a broader context.
- Many of the older students are involved in volunteering within the school. They know that their participation is appreciated by staff and play their part in relation to organising school events, such as the drama festival or sports day.
- Students have an excellent work ethic and show consideration and empathy to their fellow students. They are generally reliable and active participants, learning how to work with others. They have less opportunity to develop skills related to innovation, creativity and enterprise.

**For development:**

- provide more opportunities for students to acquire key skills to innovate, be creative, initiate and participate in schemes to support conservation in the wider community.

### 3. Teaching and assessment

	KG	Elementary	High
Teaching for effective learning	Good	Good	Good

- Across all phases, teachers have a secure knowledge of their subject and conveying it confidently to their students. In most subjects, teachers are beginning to use active learning strategies although tasks are not always explicitly matched to learning needs.
- Most teachers plan well-structured lessons with appropriate learning objectives and create positive and enjoyable learning environments. In the best lessons, teachers provide opportunities for students to develop their problem solving, enquiry, and independent learning skills.
- Questioning is used well in class to check students' knowledge and understanding, and to consolidate the main points of lessons. A few teachers use questioning more successfully to challenge and promote deeper reflection. In a few lessons, teachers limit student inquiry because strategies are solely dependent on textbooks and worksheets.

	KG	Elementary	High
Assessment	Good	Good	Good

- In KG, teachers track the progress of children on a weekly, monthly and termly basis, linked to the 'Course of Study in Japanese Kindergarten'. In the other phases, there are various assessments all linked closely to the Japanese curriculum standards.
- The use of assessment information to inform planning for teaching and learning is not strong. However, teachers know the students' strengths and weaknesses very well and usually ensure that students with needs are well-supported.
- The school has introduced baseline assessments for students of Arabic to ensure accurate placement within the appropriate learning groups. Teachers provide written feedback to students', frequently and systematically, and this is helping to guide their improvement.

#### For development:

- increase the challenge for all students by using probing questions and enabling them to enquire and solve problems.
- ensure all teachers understand how to carefully analyse assessment information and use it to improve teaching and learning.

#### 4. Curriculum

	KG	Elementary	High
Curriculum design and implementation	Good	Acceptable	Acceptable

- The curriculum in KG follows the principles of lifelong character-building and educating all young children through their environment. It is child-centred, taught thematically, but lacks a clear path of progression and continuity from one topic to the next.
- The curriculum in the higher phases is broad and balanced. It follows the requirements of the Japanese ministry courses of study. It also includes thematic learning through the programme of integrated studies. The latter is ensuring a more active approach to learning.
- The mandatory subjects of Arabic and the UAE social studies, taught in the upper phases, do not comply with the MoE statutory regulations of the UAE.

	KG	Elementary	High
Curriculum adaptation	Good ↑	Acceptable	Acceptable

- The curriculum is sufficiently adapted to meet the needs of most groups of students. The provision for English is enhanced by additional courses in the upper phases. Adaptations for those students identified with particular needs are inconsistent.
- Links with the Emirati culture are very well embedded in KG, as well as in upper school Arabic, English and Japanese social studies. In the upper phases, there are insufficient opportunities for students to develop skills of innovation and enterprise.
- Recent initiatives, such as, providing students with devices to conduct research, to explore creative concepts beyond textbooks, and to develop projects are beginning to have a positive impact on students' learning in the upper two phases.

#### For development:

- ensure curricular compliance with Arabic and UAE social studies requirements.
- increase the opportunities for students to improve their innovation and enterprise skills.



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

	KG	Elementary	High
Health and safety, including arrangements for child protection / safeguarding	Good	Acceptable	Acceptable

- The KG accommodation is newer, cleaner and safer than the older school building that houses the two upper phases. Supervision of the children in KG is more effective than in Grades 1 to 9, where students are frequently unsupervised after they arrive at school and during lunch time.
- The health clinic provides high quality care to all students, including dental and general health checks, three times per year. The new arrangements for students arriving by bus have resulted in improved safety. However, those arriving by car are still exposed to traffic and issues of safety.
- Improvements have been made to campus security. There is now provision of a safe space in the event of a need to lock down the school. The arrangements for the storage of hazardous chemicals requires more rigorous monitoring.

	KG	Elementary	High
Care and support	Good ↑	Good ↑	Good

- Student well-being and personal development are supported very effectively. Improvements have been made, this year, to the guidance that students receive when transitioning to and from school. Systems to promote positive behaviour and attendance are strong.
- Systems and procedures to identify students of determination and those with gifts and talents are underdeveloped. Support plans do not provide adequate information on students' needs nor strategies for intervention.
- Small class sizes facilitate the personal care and support of all students. Strong relationships exist between teachers and students, promoting trust. High levels of student support and a sense of responsibility for each other result in a culture of cooperation.

### For development:

- establish systems and procedures to ensure that the needs of students of determination, and those with gifts and talents, are accurately identified and met.
- review the steps taken to ensure the safety and security of all students, including risk assessments for all science investigations and experiments.

## Inclusion of students of determination

### Provision and outcomes for students of determination

Weak

- The governors and leadership team have not implemented robust systems and procedures to support inclusive practice. The school has appointed a member of staff to act as an interim coordinator for some students who have been identified as having learning support needs.
- Identification and interventions procedures are based on informal conversations between the interim coordinator, teachers and in some cases, with parents. Basic support plans outline areas of need and provide some suggested guidance for teachers.
- The school does not provide guidance and training for parents nor strategies to support learning needs at home.
- Changes to what is to be learned, and how, are underdeveloped across the school. They are best within English and Arabic where students work in ability groups. In KG, the curriculum has been changed to increase opportunities for child-centred learning.
- Assessment and tracking procedures are currently limited to standardised systems that do not identify and monitor individual needs. The school does not seek external advice, or specialist guidance, to help plan and improve student learning and engagement.

### For development:

- appoint an inclusion governor, and a member of staff with the appropriate skills and experience, to lead the development of inclusion to meet UAE statutory requirements.

## 6. Leadership and management

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



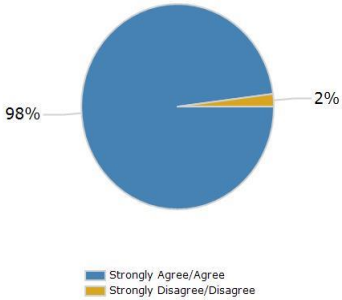
- The principal of KG, is in her third year while the principal of the upper phases is new. In the upper phases, there is a lack of clarity surrounding the mission and vision and insufficient commitment to the UAE national priorities. Leaders have not ensured compliance with UAE statutory regulations and requirements. A positive learning environment exists within the school and students continue to demonstrate high levels of academic and personal development.
- Leaders routinely collect feedback from parents and teachers and makes use of its information to evaluate school and student performance. Leaders and teachers in the upper 2 phases, observe learning in lessons, but do not evaluate it against agreed criteria. Their self-evaluation of the school does not influence the production of a school improvement plan. Consequently, there has been very little progress in meeting last year's inspection recommendations. The KG action plan is having a positive impact on children's social, emotional and academic development.
- Parents are involved in the life of the school through their child's events and activities. Communication systems are strong. Regular newsletters from the principal and teachers inform parents effectively, and the website gives additional curriculum guidance. The small size of the school enables daily contact and rapid resolution of any issues. Reporting to parents is regular and is accompanied by parent and teacher meetings. Student involvement in their local and wider communities is more limited and constrains their opportunities.
- The composition of the governing body, which includes parent representatives, changes annually. Governance does not receive regular information about student or school performance. As such, it is unable to exercise its role of holding leadership to account for the performance of the school. It has a narrow understanding of where to direct resources to meet school needs. The governing body is unaware of the school's lack of compliance with statutory requirements.
- The school is well managed on a daily basis. The routines are effective and efficient. The school is adequately staffed, but some key posts are not currently filled. The school premises for the upper phases is dated, and a few specialist facilities are not adequate, for example, the outdoor playing field. Resources have been enhanced with a more stable Wi-Fi infrastructure and the provision of additional computing devices.



### For development:

- ensure that the curriculum in upper phases is fully compliant with statutory and regulatory requirements.
- establish effective systems for school self-evaluation to direct the school's action planning, and implement inspection recommendations.
- widen the governing body's role to include the oversight of students' personal and academic development.
- Ensure the Governing board holds school leaders to account for students' academic performance and directs the school's limited resources more effectively.

## Views of parents and students

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

 <b>Students</b> No. of responses = 0	 <b>Parents</b> No. of responses = 52 education at my child's school						
<p>Not applicable</p>	 <table border="1"> <caption>Parental Satisfaction Data</caption> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Strongly Agree/Agree</td> <td>98%</td> </tr> <tr> <td>Strongly Disagree/Disagree</td> <td>2%</td> </tr> </tbody> </table>	Response	Percentage	Strongly Agree/Agree	98%	Strongly Disagree/Disagree	2%
Response	Percentage						
Strongly Agree/Agree	98%						
Strongly Disagree/Disagree	2%						

 <p><b>Students</b></p>	<p>Not Applicable</p>
 <p><b>Parents</b></p>	<ul style="list-style-type: none"> <li>Nearly all parents' express satisfaction with the school and indicate that staff listen to their views. They believe that they have sufficient information to support their child at home and that the school is safe. Most are involved in the school, at least monthly. Most believe that their child has someone to trust at the school and that relationships with other students are positive. This summary reflects the inspection findings.</li> </ul>

## 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)