

INSPECTION REPORT

2022-2023



DELHI PRIVATE SCHOOL

INDIAN CURRICULUM









VERY GOOD

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SCHOOL INFORMATION







GENERAL INFORMATION

	Location	Jebel Ali
	Opening year of School	2003
	Website	www.dpsdubai.com
	Telephone	97148821848
	Principal	Rashmi Nandkeolyar
	Principal - Date appointed	4/1/2005
	Language of Instruction	English
	Inspection Dates	17 to 20 October 2022





STUDENTS

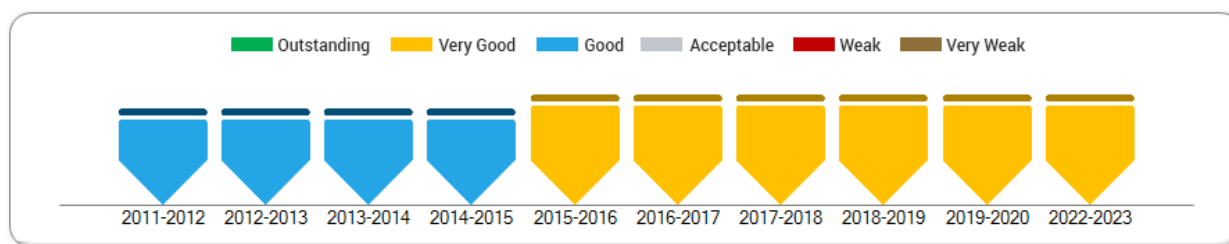
	Gender of students	Boys and girls
	Age range	4 to 17
	Grades or year groups	KG 1 to Grade 12
	Number of students on roll	3863
	Number of Emirati students	0
	Number of students of determination	194
	Largest nationality group of students	Indian

TEACHERS

	Number of teachers	285
	Largest nationality group of teachers	Indian
	Number of teaching assistants	22
	Teacher-student ratio	1:14
	Number of guidance counsellors	2
	Teacher turnover	14%

CURRICULUM

	Educational Permit/ License	Indian
	Main Curriculum	Indian
	External Tests and Examinations	CBSE
	Accreditation	CBSE

School Journey for DELHI PRIVATE SCHOOL


Summary of Inspection Findings 2022-2023

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);">STUDENTS OUTCOMES</p>	<ul style="list-style-type: none"> In Kindergarten (KG), children perform very well in English, mathematics and science. Throughout the school, students' attainment in English and mathematics is outstanding, as it is in science in the middle and secondary phases. Islamic education is a positive feature. In Arabic as an additional language, students' attainment remains broadly in line with age-related expectations. Students achieve outstanding results in international examinations and in the Central Board for Secondary Education (CBSE) tests. Students' personal development is outstanding. They have a strong sense of social responsibility and show an excellent understanding of how to live in a healthy way. Students have very respectful relationships with members of staff and positive, considerate interactions with one another. They have a deep understanding of Islamic values and a commitment to engage in a wide range of sustainable environmental projects.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">PROVISION FOR LEARNERS</p>	<ul style="list-style-type: none"> Teachers in KG have a very good understanding of how young children learn. Most teachers plan highly effective lessons and use assessment data purposefully to plan activities for different abilities. Lessons are generally engaging and interesting and motivate students to learn. A large majority of teachers use questions to promote critical thinking. Some restrict more able students from learning at their own pace. The KG curriculum offers meaningful cross-curricular links and appropriate integration. Curriculum adaptation provides an extensive range of opportunities for most students' personal and emotional development. Wellbeing initiatives in all phases are integrated into extra-curricular activities. The curriculum offers a rich breadth of subjects. The introduction of skills pathways in the middle and secondary phases enables all students to have curricular choices. The health and safety team ensures that school policies and practices are implemented very effectively through rigorous monitoring and frequent inspection. Relationships between teachers and students are positive. Child-protection and safeguarding are very effective. Students are shielded from cyber-bullying through high-quality technology filters. The nurturing environment and the pastoral care team support a holistic approach to students' care and guidance.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">LEADERSHIP AND MANAGEMENT</p>	<ul style="list-style-type: none"> The principal is an outstanding leader who is highly knowledgeable and understands the school very well. All leaders are passionate about the school. They have established excellent standards for students' welfare and outcomes. Channels of communication are highly effective. Improvement plans are well-informed and accurate. They have yet to have a full impact on raising teaching and learning to the highest standards.

The Best Features of The School:

- The strong vision and powerful leadership of the principal and senior leaders, and the highly effective daily management of the school.
- The commitment of governors and leaders to provide attractive facilities and plentiful resources, well-qualified teachers and high-quality online learning resources.
- The caring ethos and commitment of members of staff towards achieving the highest possible standards in KG.
- Highly successful outcomes in international and national benchmark tests and students' outstanding progress in English and mathematics in all phases, and science in Middle and Secondary.
- Students' personal development, their strong sense of social responsibility, deep understanding of Islamic values and commitment to a sustainable environment.





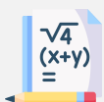

Key Recommendations:

- Ensure that the teaching of Arabic meets students' needs and is appropriately modified to address those needs.
- Raise the quality of teaching and learning to the highest levels, by rigorously implementing improvement strategies and action plans with an increased focus on students' learning.
- Improve teaching and learning by:
 - delivering lessons that have rigorously differentiated tasks, which challenge students of higher ability to work at their own levels and pace;
 - ensuring that all lessons meet the individual learning needs of students of determination.

Overall School Performance

Very good

1. Students' Achievement

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

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

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

3. Teaching and assessment

	KG	Primary	Middle	Secondary
Teaching for effective learning	Very good	Very good	Very good	Outstanding
Assessment	Very good	Very good ↑	Very good ↑	Very good

4. Curriculum

	KG	Primary	Middle	Secondary
Curriculum design and implementation	Outstanding ↑	Outstanding	Outstanding	Outstanding
Curriculum adaptation	Outstanding ↑	Very good	Very good	Outstanding

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

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

6. Leadership and management

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

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

Focus Areas

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.

	Whole school	Emirati cohort
Progress in international assessment	is above expectations	Not applicable

- Students in the primary, middle and secondary phases make outstanding progress in both the international and the National Agenda Parameter benchmark tests. Students' outcomes in the TIMSS and PISA tests indicate that Delhi Private School is one of the top-performing schools in Dubai.

	Whole school
Leadership: data analysis and curricular adaptation	is above expectations

- Leaders use all assessment data strands very effectively to measure students' progress and to highlight any strengths and weaknesses. The outcome of this data analysis, combined with a thorough gap analysis of students' performance against their potential, gives leaders the necessary information for future planning and for curricular adaptations. The impact of the changes made is reflected clearly in the highly successful outcomes.

	Whole school	Emirati cohort
Improving reading literacy and wider learning skills	meets expectations	Not applicable

- Reading for understanding is at the heart of all lessons. It enables students to acquire and apply the skills that they need to understand a wide range of texts.

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

For Development:

- Use diagnostic, standardised reading data, together with all the other data strands, to give a comprehensive academic profile for every individual student.
- Ensure that all teachers realise the importance of gap analysis and how to use it.

Wellbeing

The quality of wellbeing provision and outcomes is at a very high level:

- The school strongly promotes a vision that aspires to create a happy school where ‘all students are facilitated to be the best versions of themselves’. This commitment is evident across all aspects of the school. Leaders and teachers promote the vision of a global curriculum which pursues excellence in academic subjects, recognition of talent, global citizenship and pastoral care. The collection and analysis of data is skillful and used to good effect. The monitoring and evaluation of programmes, improvement and impact informs refinements to provision.
- The school focuses upon enabling the positive wellbeing of the whole community; high quality care and support for students and staff is core to the work of the school. Teachers provide very supportive and engaging opportunities for wellbeing promotion. The caring and impactful role of the school’s counsellor consistently and significantly promotes the wellbeing of students and their families. The school enables and welcomes feedback and provides listening opportunities for all.
- The curriculum is adapted in a skillful way to meet students’ wellbeing needs and enable them to engage in learning activities that enhance their socially, emotional, and personal development. The skills-based pathways in the middle and secondary phases further enhances wellbeing development opportunities. Students feel safe and well connected to their teachers. They display highly positive attitudes through their engagement in the curriculum and between each other. They demonstrate a strong commitment to following a safe and healthy lifestyle.

UAE social studies and Moral Education

- The school teaches social studies and moral education based on the latest moral, social and cultural framework through the medium of English. There is one weekly lesson for moral education. There are two weekly lessons for UAE social studies in a combination of integrated and separate sessions for Grades 1 to 10. Grades 11 and 12 have integrated lessons in both subjects.
- The school embeds moral education curriculum concepts in several areas of learning which encourage collaboration, connection, challenge and critical thinking. The teaching is generally engaging and creates opportunities for students to understand concepts and link them to other areas of learning. Appropriate assessment strategies measure curricular outcomes. Students’ progress is tracked and reported to parents.

Main Inspection Report

1. Students' Achievement

Islamic Education

	KG	Primary	Middle	Secondary
Attainment	Not applicable	Good	Good ↑	Acceptable
Progress	Not applicable	Good	Good	Good

- In lessons and in recent work, a majority of students demonstrate levels of understanding in Islamic education that are above curriculum standards. In Secondary, students lack in-depth knowledge in their answers and discussions.
- Almost all students in the middle and secondary phases engage in independent research to enrich their interpretation of Hadith and Holy Qur'anic verses. Recitation of the Holy Qur'an, using key Tajweed rules, remains insecure in all phases.
- Across all phases, a majority of students display a good understanding of Fiqh and Seerah. Students' abilities to deduce rules from the Holy Qur'an or Hadith are better developed in the middle and secondary phases.

For Development:

- Raise the level of challenge to enable all students to gain a deeper level of understanding.
- Provide and plan more targeted opportunities for students in all phases to recite the Holy Qur'an with Tajweed rules.

Arabic as an Additional Language

	KG	Primary	Middle	Secondary
Attainment	Not applicable	Acceptable	Acceptable ↑	Acceptable ↑
Progress	Not applicable	Acceptable	Acceptable	Acceptable

- In Primary, students' ability to use the language in different contexts is in line with curriculum standards, but it is below curriculum standards in the middle and secondary phases.
- Most students in the middle and secondary phases demonstrate expected reading comprehension skills in lessons. In all phases, students have well-developed listening skills and understand most of what they hear during interactions in lessons.
- Performance in speaking and writing in the upper middle and secondary phases is below curriculum expectations. Overall, students' ability to write independently is underdeveloped, and their achievements are restricted.

For Development:

- Provide opportunities for students to practise the newly acquired language in a wider range of meaningful and real-life situations in speaking, reading, and writing.
- Use information from assessments to inform teaching and enhance students' skills.

English

	KG	Primary	Middle	Secondary
Attainment	Outstanding ↑	Outstanding	Outstanding	Outstanding
Progress	Outstanding ↑	Outstanding	Outstanding	Outstanding

- Most students achieve outstanding standards in CBSE and internal tests. External benchmark tests show that students achieve very high standards in English. Across all phases, students make excellent progress, due to the rigorous planning of lessons that offer an appropriate level of challenge.
- Attainment and progress are consistently high in KG, as evidenced by internal and external progress tests. Lessons are based on the Early Years Foundation Stage (EYFS) curriculum, which promotes experiential learning and collaborative activities. This has resulted in the rapid development of children’s reading, writing and speaking skills.
- Most students have excellent language skills. They are articulate and can write extensively for a variety of purposes. Secondary students understand how to analyse the structure of literary texts and have a very good command of the language of analysis.

For Development:

- Continue to equip all learners with strong English language skills at all times.

Mathematics

	KG	Primary	Middle	Secondary
Attainment	Outstanding ↑	Outstanding ↑	Outstanding ↑	Outstanding
Progress	Outstanding ↑	Outstanding ↑	Outstanding ↑	Outstanding

- Almost all students, across all phases, are attaining well above curriculum levels. They are also making better than expected progress in both internal and external international benchmark tests.
- In KG, children are skilled in the use of numbers. In the other phases, almost all students demonstrate a real understanding of the application of mathematical skills to solving problems related to the real world.
- Since the previous inspection, the focus given to critical thinking and to the methodology of problem-solving is now reflected in highly successful outcomes.

For Development:

- Develop the progressive use of specialist mathematical language.

Science

	KG	Primary	Middle	Secondary
Attainment	Very good	Very good	Outstanding ↑	Outstanding
Progress	Very good	Very good	Outstanding ↑	Outstanding

- Students in all phases acquire knowledge and understanding of scientific concepts and develop strong enquiry and investigative skills through regular practical activities. Internal and external assessment data show a higher level of attainment in KG and Primary than is evident during lessons and in written work.
- Students make significant progress in their knowledge and skills. This is especially true in the middle and secondary phases, where most of the students make outstanding progress. Many students of determination make better than expected progress as measured against their individual education programme (IEP) targets.
- The school has successfully improved students' understanding of the scientific method in the middle and secondary phases.

For Development:

- Enhance critical thinking and investigative skills in KG and Primary in order to improve attainment and progress.

Learning Skills

	KG	Primary	Middle	Secondary
Learning skills	Very good	Very good	Very good	Outstanding

- Most students are eager to learn. They review, assess and analyse their own learning, particularly in the secondary phase. The use of technology by a large majority of students enables them to research topics independently.
- Effective and purposeful collaboration with their fellow students enables a large majority of students to share ideas and achieve common goals. Most students communicate their learning effectively. In a large majority of lessons, students regularly make meaningful connections between areas of learning and relate them to real-life experiences.
- Across phases and subjects, most students develop their critical thinking and problem-solving skills effectively. Older students exhibit their skills of innovation through successfully completing projects, such as designing a mobile phone application to facilitate navigation within the school premises.

For Development:

- Enable students to learn at their own pace and level, especially students of higher ability and the gifted and talented.

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

	KG	Primary	Middle	Secondary
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- Students have a strong sense of personal responsibility and show independence of mind. They are proactive and not averse to taking risks. They have very positive, respectful relationships with members of staff and with one another.
- Students are punctual in arriving at school. They are keen to be on time for lessons throughout the school day. They recognise the link between attendance and achievement. However, levels of attendance are more variable in KG.
- Students have a strong commitment to following a safe and healthy lifestyle. They take the lead in many activities throughout the school day.

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

- Students' understanding and appreciation of Islamic values are excellent. They appreciate the relevance and impact of these values on their everyday life in the UAE.
- Students fully respect the heritage and culture that underpin and influence contemporary life in the UAE. They talk in detail about the assemblies during which they demonstrate outstanding cultural awareness, or about other activities, such as model United Nations debates.
- Students fully appreciate and celebrate their own culture. They show knowledge of cultural diversity and breadth. They report positively on the welcome which they receive in the UAE.

	KG	Primary	Middle	Secondary
Social responsibility and innovation skills	Outstanding	Outstanding	Outstanding	Outstanding

- Students in all phases have a deep commitment to their responsibilities as members of the school, local and global communities. Senior students volunteer to come to school on Sundays to provide tuition for members of the ancillary staff.
- Students are involved in a wide range of innovative projects. Student-led innovation projects have been very successful in international competitions, particularly in the areas of science and technology. A student in senior Secondary won an award at the World Robot Olympiad 2022.
- Students engage in a wide range of environmental projects that have an impact on sustainability. They include the recycling of clothing and electrical goods and creating vertical gardens and kitchen gardens in the school. Students see themselves as environmental awareness campaigners.

For Development:

- Ensure consistent attendance in all phases.
- Increase local community partnerships with the school.

3. Teaching and assessment

	KG	Primary	Middle	Secondary
Teaching for effective learning	Very good	Very good	Very good	Outstanding

- Teachers make good use of internal and external assessment data to plan engaging and interesting lessons that motivate students to learn. Most teachers provide a highly positive learning and academic environment to enable all groups of students to be very successful learners.
- Most teachers' questioning skills effectively promote higher-order thinking and critical responses. In a minority of lessons, the frequency of questions restricts the pace of learning. Interactions between fellow students and teachers are very good and engage students in thoughtful discussions.
- Teachers consistently provide high levels of challenge and support. Most have high expectations of all groups of students. The quality of written feedback to students is variable.

	KG	Primary	Middle	Secondary
Assessment	Very good	Very good ↑	Very good ↑	Very good

- In all phases of the school, there are coherent and consistent assessment processes linked to the CBSE curriculum and the demands of international benchmark assessments.
- Data for the whole school, collated from a wide variety of strands, are systematically analysed to track the progress of all students. The outcomes are then used to adapt the curriculum and inform future planning.
- There has been a significant improvement in the use of data by individual teachers in lessons, enabling them to plan lessons that better meet the needs of individual students.

For Development:

- Ensure that all teachers consistently deliver lessons which enable all students to learn at their own pace and levels.
- Improve the quality of written feedback to students and direct them to the next steps in their learning.

4. Curriculum

	KG	Primary	Middle	Secondary
Curriculum design and implementation	Outstanding ↑	Outstanding	Outstanding	Outstanding

- The curriculum has a very clear rationale and is aligned to the school and national visions. It is relevant, comprehensive and promotes innovation and challenge across all phases. Content and activities are very well matched to the age of almost all students.
- Cross-curricular links are systematically planned in lessons and beyond to ensure that students’ skills across most subjects develop consistently. There is a broad choice of subjects, especially for older students. They are well prepared for their future careers.
- School leaders conduct regular curricular reviews as part of the self-evaluation process and consider the views of students and parents. Teachers reflect on the quality and impact of the curriculum on students’ academic outcomes and their personal training needs.

	KG	Primary	Middle	Secondary
Curriculum adaptation	Outstanding ↑	Very good	Very good	Outstanding

- The curriculum is adapted in a highly skilful way to meet the needs of all students. In KG, the EYFS curriculum is rich in opportunities which enable children to engage in learning activities that develop them socially as well as academically.
- The curriculum has been enriched by the introduction of skills-based pathways in the middle and secondary phases. They offer a breadth of subjects which ensures that all students are offered curricular choices. They are embedded particularly well in the secondary phase.
- Opportunities to extend students’ experiences and to develop an awareness of themselves and the world around them are built into the curriculum. The sustainability of the local environment is reinforced in lessons across the curriculum.
- Arabic is taught in both KG1 and KG2 for two periods each week.

For Development:

- Promote independent research and investigative work, and further embed innovation, especially in the primary phase.

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

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

- A comprehensive child-protection and safeguarding policy is in place. All members of staff receive training in this area, but a few are not fully aware of potential risks. Tight security is implemented. Students are protected from cyber-bullying by the high-quality filters on the schools’ online portals.
- The premises and grounds are maintained to a very high standard. The school transport system is managed very effectively with rigorous procedures in place to protect students. The school meets all regulatory requirements.
- The promotion of safe and healthy living is enhanced by health professionals in the medical clinic. Healthy living and lifestyles are embedded in the curriculum. In KG, children are encouraged to bring healthy lunches. A range of healthy food options is available in the canteen.

	KG	Primary	Middle	Secondary
Care and support	Very good	Very good	Very good	Outstanding

- Purposeful and positive relationships are evident across all phases. They are characterised by mutual respect and reflect the school’s code of behaviour. The school’s approach is generally successful in promoting attendance and punctuality. The school provides a nurturing environment for students of determination.
- Assessment systems accurately identify students of determination, however, provision is not always developed sufficiently to consistently reduce students’ most significant barriers to learning. The process of identification and support for students who are gifted and talented continues.
- The pastoral care team supports a holistic approach for students. The caring, supportive role played by the school’s counsellor has enabled students and families to address the challenges which they experience. Skilled career guidance counsellors support students’ decisions about future careers.

For Development:

- Ensure that all teachers understand their responsibilities in relation to perceived risks in the areas in which they operate.
- Utilise fully assessment information to ensure targeted provision consistently lowers barriers to learning experienced by students of determination.

Inclusion of students of determination

Provision and outcomes for students of determination

Very good

- The school has an inclusion governor, an inclusion champion and an inclusive education improvement plan. Senior leaders demonstrate a commitment to an inclusive ethos. The school does not have a diverse student population.
- The school understands the different types of disabilities experienced by students. Types are classified appropriately using KHDA categories in order to inform interventions.
- All parents of students of determination can access a range of helpful and effective guidance, training and support services within the school. These are well-planned and relevant to the challenges experienced by most students and their families.
- Personal support for students of determination is skilled and well targeted. Consequently, students make sustained progress. Effective tracking, monitoring and evaluation tools are consistently applied across the school. They provide accurate information about the progress of students of determination over time.
- Skilled and targeted support ensures that students of determination are actively engaged with their classmates. Most students display positive and responsible attitudes, which show their improving ability to be independent and to regulate their own behaviour.

For Development:

- Develop further the capacity to admit, and meet the needs of a student cohort with a greater diversity of need .

6. Leadership and management

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

- The principal is a powerful leader with a strong vision who, together with other senior leaders, ensures highly efficient daily management of the school. Leaders at all levels are very effective in maintaining a purposeful learning culture and in sustaining excellent standards of students' academic attainment and personal development. They have established clear systems of communication which ensure that all stakeholders are fully informed and engaged. The principal has inspired an ethos of collective accountability.
- The processes for school self-evaluation are well established and arrangements are comprehensive. Information gathered from a range of sources is analysed and provides a highly accurate basis for conclusions. The system for lesson observations means that the quality of teaching and learning is consistently monitored with a strong emphasis on teachers' performance. The implementation of improvement plans, through frequent observations and reviews, does not focus enough on the impact on students' learning.
- Parents are actively involved in decision-making processes in the school through their strong representation on the governors' operations committee. Most parents highly value the school's systems of communication. Parents receive frequent reports on their children's progress and attainment through online portals. They are highly supportive of the school and are regularly consulted on their views. Both the school and the community have mutually beneficial links with external partners, including other schools.
- Governors bring a range of expertise and knowledge which enables them to review all aspects of the school's performance. They responded very constructively to all stakeholders' concerns during the Covid pandemic. Key management and teaching resources are maintained and supported. Governors maintain strong levels of communication with the full school community. They are totally committed to providing plentiful resources, qualified teachers and high-quality online learning materials which enhance students' achievements and support very good teaching and learning.
- Daily life in the school is managed through excellent routines that ensure smooth movement and transition between classes. Teachers and leaders provide exceptional stability and continuity. In KG and Grade 1, there are two teachers in each class. The school is extremely well equipped with resources, including high-quality specialist areas such as science laboratories, dance studios and libraries for every phase. The school is attractive, welcoming and vibrant, with colourful murals.

For Development:

- Raise the quality of teaching and learning to the highest levels, by rigorously implementing improvement strategies and action plans with an increased focus on learning

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 QA.Schools@khda.gov.ae