INSPECTION REPORT

2022-2023

DUBAI Knowledge المعرفة

GERMAN INTERNATIONAL SCHOOL DUBAI

GERMAN CURRICULUM

GOOD

CONTENTS

SCHOOL INFORMATION

GENERAL INFORMATION

Location	Dubai Academic City
Opening year of School	2008
Website	www.germanschool.ae
Telephone	97144562718
Principal	Michael Lummel
Principal - Date appointed	8/1/2019
Language of Instruction	German
Inspection Dates	20 to 24 March 2023

STUDENTS

|	
Gender of students	Boys and girls
Age range	3 to 18
Grades or year groups	KG 1 to Grade 12
Number of students on roll	925
Number of Emirati students	0
Number of students of determination	61
Largest nationality group of students	German

TEACHERS

Number of teachers	98
Largest nationality group of teachers	German
Number of teaching assistants	4
Teacher-student ratio	1:9
Number of guidance counsellors	2
Teacher turnover	10%

CURRICULUM

Educational Permit/ License	German
Main Curriculum	German
External Tests and Examinations	ISA
Accreditation	Deutsches Internationales Abitur (DIA)

School Journey for GERMAN INTERNATIONAL SCHOOL DUBAI
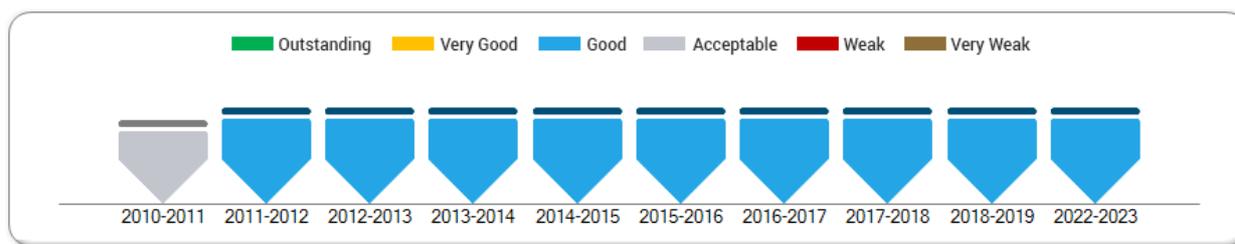
Summary of Inspection Findings 2022-2023

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	- Students' achievements across the school are almost all good or better. Highlights include their outstanding achievements in English in the Secondary 2 phase, their overall achievements in science and the consistently strong achievements of children in the Kindergarten (KG). Students' achievements in other subjects are generally good. Students' learning skills are very good. - A feature of the school is the respect shown by students to their peers and teachers. Students' grasp of Islamic values, Emirati, and world cultures is good across all phases, although there is scope for further development. Students' social responsibility and innovation skills are very strong across all phases.
PROVISION FOR LEARNERS	- Teaching is strongest in the KG and Secondary 2. Lesson planning, delivery, and support for students are more effective in the KG and senior English lessons than elsewhere. There are procedures for the collection of all internal assessment data. However, the analyses of data to personalise learning experiences for all students requires improvement. - Curriculum design, implementation, and adaption are strongest in the KG and Secondary 2 phases. The KG curriculum includes adult and child-initiated activities and purposeful play. The secondary 1 and 2 curricula broaden students' holistic development across a range of subjects. - Features of this very caring and inclusive school include a focus on wellbeing and inclusion. The provision and outcomes for students of determination are very good. The school's commitment to students' personal wellbeing is high.
LEADERSHIP AND MANAGEMENT	Led by the Principal, the school's vision is purposeful and reflective of the aims and aspirations of its stakeholders. The school is well supported by parents and the governing board in its endeavours to improve. Leaders have implemented a range of initiatives to enhance internationalisation while maintaining its strongly held values. The school is caring, mindful of students' wellbeing, and fully inclusive.

The best features of the school:

- Students' attainment and progress in almost all subjects and phases, including their outstanding achievements in English in the secondary 2 phase
- The school's very good provision and learning outcomes for students of determination
- The high-quality health, safety, care, and support provided for all students
- The very supportive parents and governors
- The students' consistently high personal development, social responsibility, and innovation skills

Key Recommendations:

- Improve the quality and use of the school's assessment data by:
  - measuring students' academic progress accurately and frequently;
  - personalising learning tasks; and
  - modifying the difficulty of work to match the learning needs of all students.
- Provide more opportunities for students to engage with enquiry, independent scientific and mathematical investigations, critical thinking and problem solving.
- Ensure that all Islamic Education and Arabic teachers have the appropriate KHDA teaching approvals.

Overall School Performance

Good

1. Students' Achievement

		KG	Primary	Secondary 1	Secondary 2
Islamic Education	Attainment	Not applicable	Good	Acceptable ↓	Good
	Progress	Not applicable	Good	Acceptable	Good
Arabic as a First Language	Attainment	Not applicable	Good ↓	Good	Good
	Progress	Not applicable	Good	Good	Good
Arabic as an Additional Language	Attainment	Not applicable	Very good	Good	Not applicable
	Progress	Not applicable	Very good ↓	Good	Not applicable
Language of instruction	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
English	Attainment	Not applicable	Very good	Very good	Outstanding
	Progress	Not applicable	Very good	Very good	Outstanding
Mathematics	Attainment	Good	Good	Good ↓	Good ↓
	Progress	Very good	Good	Good ↓	Good ↓
Science	Attainment	Good	Very good	Very good ↑	Very good
	Progress	Very good	Very good	Very good ↑	Very good

	KG	Primary	Secondary 1	Secondary 2
Learning skills	Very good	Very good	Very good	Very good

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

	KG	Primary	Secondary 1	Secondary 2
Personal development	Outstanding	Very good	Very good	Very good
Understanding of Islamic values and awareness of Emirati and world cultures	Good ⬇	Good	Good	Good
Social responsibility and innovation skills	Very good	Very good	Very good	Very good

3. Teaching and assessment

	KG	Primary	Secondary 1	Secondary 2
Teaching for effective learning	Very good	Good	Good	Very good
Assessment	Good	Good	Good	Good

4. Curriculum

	KG	Primary	Secondary 1	Secondary 2
Curriculum design and implementation	Very good	Good	Good	Very good ⬆
Curriculum adaptation	Very good	Good	Good	Very good

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

	KG	Primary	Secondary 1	Secondary 2
Health and safety, including arrangements for child protection/ safeguarding	Outstanding	Outstanding	Outstanding	Outstanding
Care and support	Very good	Very good	Very good	Very good

6. Leadership and management

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

For further information regarding the inspection process, please look at **UAE School Inspection Framework**

Wellbeing

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

- Leaders show strong commitment to promoting wellbeing. They have an innovative plan that aligns with the school's mission: 'striving successfully for happiness.' Their use of surveys to measure happiness is developing well. Board members are well briefed on the results of the surveys. They know how well the school is supporting the wellbeing of students and teachers. An inclusive ethos enables all students to develop their self-esteem successfully. The school's facilities and routines provide an exceptionally calm environment conducive to wellbeing.

- Teachers show genuine care and concern for students' wellbeing. Leaders and psychologists provide high-quality guidance and support. Teachers value the supportive arrangements and induction that the school provides. There is a shared commitment to maintain a 'family friendly' school. The school creates an open culture wherein views of students and staff members are welcomed and respected. The involvement of parents in supporting the wellbeing agenda is developing well.

- There are purposeful wellbeing focus days covering topics such as mental health, boosting resilience and anti-bullying. A range of opportunities for personal development enhances students' confidence and self-esteem. Students are aware of keeping safe and making responsible choices about their lifestyles. Surveys and discussions with students indicate that they feel safe, valued, and cared for. The high-quality relationships and interactions between teachers and students contribute significantly to students' wellbeing. Students are active participants in learning and have a strong work ethic.

UAE social studies and Moral Education

- The UAE social studies curriculum standards are integrated with the humanities and include history, geography, art and English. The programme encourages students to be responsible residents of the UAE and the world, and preserve the culture, traditions, and heritage of the UAE. In the secondary 1 phase social studies are taught in English and German. The progress of students' understanding is assessed by means of their posters, presentations, and discussions. Progress tests are held regularly.

- The UAE social studies and moral education programmes are taught as discrete subjects and follow the Ministry of Education (MoE) curriculum. Both programmes have individual curriculum standards and distinct learning outcomes. The teaching approaches are similar in both programmes. Teachers demonstrate strong skills. The lessons are planned and organised with learning activities that engage students.

Main Inspection Report

1. Students' Achievement

Islamic Education

	KG	Primary	Secondary 1	Secondary 2
Attainment	Not applicable	Good	Acceptable ⬇	Good
Progress	Not applicable	Good	Acceptable	Good

- Students in the secondary 1 phase attain in line with the curriculum standards, while those in the primary and secondary 2 phases attain above the standards. In the secondary 1 phase students' knowledge of the importance of Sunnah in legislation is broadly in line with expectations. Their understanding of the different divisions of Sunnah is less developed.
- Primary and secondary 2 students make good progress in identifying Islamic etiquettes and principles, such as their personal responsibilities. Students can memorise The Holy Qur'an's verses. However, their recitation skills using the rules of Tajweed are less secure.
- Primary students are provided with opportunities to learn by completing projects and practical work. They design mosques, which helps them understand the importance of prayer. Similar initiatives are supporting the improvement in students' progress.

For Development:

- Improve students' understanding of the divisions of Sunnah, and how and when to use them in their lives.
- Improve students' recitation skills using the rules of Tajweed.

Arabic as a First Language

	KG	Primary	Secondary 1	Secondary 2
Attainment	Not applicable	Good ⬇	Good	Good
Progress	Not applicable	Good	Good	Good

- Students make better progress at developing their listening skills in the upper grades of the primary phase and the middle grades of secondary 1. The achievements of girls are stronger than those of the boys. The most able students make slower progress compared to other groups of students.
- Students' listening and oral reading skills are strongest. Their writing and speaking skills using standard Arabic are slightly lower. They are making rapid progress when reading aloud, speaking, and listening. However, students' reading comprehension and creative writing skills are developing more slowly.

- Teachers are using some online applications to engage students in Arabic language activities. However, these activities are misaligned with students' previous learning.

For Development:

- Improve students' speaking skills in using standard Arabic.

- Improve the quality of students' written work.

Arabic as an Additional Language

	KG	Primary	Secondary 1	Secondary 2
Attainment	Not applicable	Very good	Good	Not applicable
Progress	Not applicable	Very good ⬇	Good	Not applicable

- Students in the primary phase make better progress in lessons than in their written work. Students in the secondary 1 phase make steady progress developing most language skills in Arabic.
- In both phases, students demonstrate strong listening and speaking skills in lessons. Students write variable lengths of texts, with some inaccurate punctuation.
- Students sometimes make connections between what they learn and their daily lives. The use of learning technologies is becoming a common feature in lessons. Teachers' expectations and the challenges they provide to their students may be misaligned with their years of studying Arabic.

For Development:

- Provide students with opportunities to write Arabic in a wide range of contexts.
- Provide differentiated learning activities based on the starting points of students learning Arabic.

German

	KG	Primary	Secondary 1	Secondary 2
Attainment	Good	Good	Good	Good
Progress	Good	Good	Good	Good

- In the secondary 1 phase most students attain above the expectations on external, curriculum-related assessments. Their attainment on the Abitur exams in Secondary 2 is slightly lower. Students' progress in lessons depends on the levels of challenge provided by their teachers.
- Children in the KG have well developed vocabularies. Secure knowledge of grammar and the rules of spelling are strengths of students in the primary phase. In secondary 1 lessons, students learn how to analyse texts formally. Students in Secondary 2 can analyse poetry and modern song lyrics.

- The use of educational technologies for research and investigations remains a developing feature across the different phases. Opportunities for critical thinking are infrequent.

For Development:

- Improve the use of educational technologies in lessons to support students' research and investigations.
- Extend the best practices of developing students' critical thinking skills across the phases.

English

	KG	Primary	Secondary 1	Secondary 2
Attainment	Not applicable	Very good	Very good	Outstanding
Progress	Not applicable	Very good	Very good	Outstanding

- Students are attaining at high rates on internal assessments, compared to external data from the ISA benchmark tests. Primary and secondary 1 students continue to maintain better than expected progress, while secondary 2 students attain higher levels of achievement in the Abitur examinations.
- Across the school students are improving their English language skills, especially in reading and writing. Students in Secondary 2 demonstrate breadth and depth of literary analyses in their written work.
- Students' application of learning to the real world is developed by cross-curricular links with social studies. Students in Secondary 2 are consistently engaged through collaborative and independent activities. They demonstrate higher-order thinking skills orally and in writing.

For Development:

- Ensure that more challenging and differentiated learning activities build upon students' English skills, especially those of high ability.

Mathematics

	KG	Primary	Secondary 1	Secondary 2
Attainment	Good	Good	Good ⬇	Good ⬇
Progress	Very good	Good	Good ⬇	Good ⬇

- In the secondary 2 phase a majority of students attains above the expected levels on the Abitur exams. Students' attainment on external assessments in Secondary 1 is slightly lower. Students' progress in lessons depends on the levels of challenge provided by their teachers. Progress is strongest in the KG.

- Children in the KG can conduct simple mathematical operations, such as addition and subtraction. Analysing data is a strength of students in the primary phase. Students in Secondary 1 have well-developed problem-solving skills. Secondary 2 students can apply their knowledge of calculus to solve examination style tasks.
- There has been insufficient emphasis on challenging students in both secondary phases to maintain their levels of attainment and rates of progress. Critical thinking and research skills are developing features across the phases.

For Development:

- Improve the secondary 1 students' attainment on external assessments.
- Enable students to develop their critical thinking and research skills.
- Provide high levels of challenge to students so they make better progress in all phases.

Science

	KG	Primary	Secondary 1	Secondary 2
Attainment	Good	Very good	Very good ⬆	Very good
Progress	Very good	Very good	Very good ⬆	Very good

- In the KG, children understand how to make predictions and observe the world around them. In other phases, students develop strong understanding of scientific concepts and the skills of practical investigations. These, consequently, enhance their critical thinking, reasoning, and problem-solving skills.
- Primary phase students begin to measure using scientific equipment. They formulate science investigations accurately. Students' skills and knowledge continue to grow at rapid rates across the phases. For example, they can construct and interpret bar and line graph information.
- The establishment of scientific investigations and enquiry has been successful across all phases. From the KG upwards, students are provided opportunities to conduct their own research. They enhance their learning by using both traditional and digital media.

For Development:

- Ensure that students conduct open-ended investigations to develop their higher-order thinking, creativity, and innovation skills

Learning Skills

	KG	Primary	Secondary 1	Secondary 2
Learning skills	Very good	Very good	Very good	Very good

- Students demonstrate very positive attitudes toward learning. They collaborate efficiently in groups and respect their peers and teachers. When given the opportunities they can communicate learning effectively. They make natural connections to real-life situations and previous learning experiences.
- Students are taking greater responsibility for learning. Their critical thinking and problem-solving skills are evident.
- Students are using digital technologies to support their learning and research. They use devices to access resources and participate in activities. This enhances their innovation and investigative skills across all subjects, but inconsistently so.

For Development:

- Students should develop their critical thinking, independent learning, innovation, enterprise, and investigation skills across all subjects.

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

	KG	Primary	Secondary 1	Secondary 2
Personal development	Outstanding	Very good	Very good	Very good

- Children in the KG and students in the other phases have very positive and responsible attitudes. They respond well to their teachers and other staff members. Students are keen to learn and take responsibility for their learning.
- Students' behaviour across the school is very positive and this supports their learning. Students' respectful and considerate relationships lead to a safe and productive learning environment. Bullying in the school is extremely rare. Students are self disciplined during break times and need very little direct supervision.
- Students demonstrate secure understanding of safe and healthy lifestyles and are keen to partake in regular exercise. They enjoy the different healthy food choices provided by the school canteen. Students' rates of attendance and punctuality are good across the school.

	KG	Primary	Secondary 1	Secondary 2
Understanding of Islamic values and awareness of Emirati and world cultures	Good ⬇	Good	Good	Good

- Students show appreciation and understanding of how Islamic values influence contemporary society in the UAE. This is evident in their demonstration of different values, such as tolerance, cooperation, and honesty. Students observe Ramadan etiquettes, and they are accepting of different religions.
- Students acknowledge the local Emirati heritage and culture. They are knowledgeable about a range of Emirati customs. They celebrate the UAE's National Day and Flag Day. Students' abilities to initiate cultural events is developing.
- Students demonstrate clear understanding and appreciation of their own and other world cultures. They believe that this diversity helps them develop better understanding of the different religions, customs, and beliefs of world cultures. Students are beginning to participate in international events.

	KG	Primary	Secondary 1	Secondary 2
Social responsibility and innovation skills	Very good	Very good	Very good	Very good

- Students embrace leadership roles through their Student Council. They effectively raise issues and make positive changes within the school community. For instance, the introduction of 'hoodies' to the school uniform and the water stations in school were instigated by the Council.
- Students develop and apply innovative and entrepreneurial skills through projects such as the new sustainable meeting area. While there are several senior projects, younger students' projects remain limited in frequency and effect.
- Students participate in activities to help the less fortunate. These include charity runs to raise funds for the Red Crescent, making pillows for breast cancer patients and supporting a school in India.

For Development:

- Improve students' rates of attendance across the school.
- Enhance students' knowledge of UAE's traditions and culture and other world cultures.

3. Teaching and assessment

	KG	Primary	Secondary 1	Secondary 2
Teaching for effective learning	Very good	Good	Good	Very good

- Teaching strategies to meet the different needs of students are most effective in the KG and secondary 2 phases. Teachers' understanding of how students learn, especially their questioning to promote critical thinking are evident across most subjects.
- Teachers have secure subject knowledge. The differentiation of learning tasks is most effectively done in English and science lessons. The most able students may be insufficiently challenged in some lessons. In Islamic Education and Arabic lessons task differentiation varies in quality. In the strongest lessons, teachers provide opportunities for students to think deeply.
- Teachers ask open-ended questions in most lessons and encourage students to reflect on their learning. Many teachers promote critical thinking, problem solving, innovation, and independent learning by their students. These activities allow students to make faster progress.

	KG	Primary	Secondary 1	Secondary 2
Assessment	Good	Good	Good	Good

- Internal assessment procedures are coherent, consistent, and purposefully linked to the school`s curriculum. Reliable measures to determine students' academic progress are emerging. There is growing awareness of the need for external assessments across most phases.
- Across the school and in most subjects, teachers have secure knowledge of the strengths and weaknesses of their students. Their comments and goals for students' learning are often supportive and focused. Students' self and peer assessments are more common in the higher phases.
- The use of assessment information by teachers to inform their lesson planning and to support students in lessons is improving.

For Development:

- Increase the levels of challenge to meet the needs of students, especially those who are most able.
- All teachers should provide positive oral and written comments about their students' work.
- Introduce external assessments of learning in all core subjects and use the resulting data to inform curriculum planning and teaching strategies.

4. Curriculum

	KG	Primary	Secondary 1	Secondary 2
Curriculum design and implementation	Very good	Good	Good	Very good ⬆

- The curriculum is well aligned to the educational plan of Thüringen to fulfil the national statutory requirements. Curricular pathways in the secondary phases offer Hauptschule, Realschule, or Gymnasium. Almost all students select the Gymnasium pathway as preparation for university placement.
- The curriculum effectively develops students' knowledge, skills, and understanding to ensure that they are well prepared for the Abitur examinations by Grade 12. The Arabic curriculum follows the UAE MoE standards, but some lessons are scheduled after regular school hours.
- The KG curriculum is broad and balanced and is enhanced by arts, yoga, and Arabic. The curriculum for most subjects features planned and meaningful cross-subject links. For instance, geography has links to history. Links to real-life contexts engage science students well.

	KG	Primary	Secondary 1	Secondary 2
Curriculum adaptation	Very good	Good	Good	Very good

- Across phases there is a wide range of extra-curricular activities to develop students' talents and interests. In Arabic there are many links to the UAE's culture. However, across phases and other subjects, the UAE's culture and society are less well integrated with the curriculum.
- The curriculum offers opportunities for creativity and enterprise, promoted through innovation competitions. The science curriculum develops students' innovation through Science, Technology, Engineering, Arts and Mathematics (STEAM) projects and robotics programmes. Curriculum adaptations may be insufficiently challenging to the high-achieving students.
- Most aspects of the curriculum are well linked to real-world contexts and to other subjects that engage students. Improvements since the last inspection include the integrated use of digital technology to promote research.
- Children in KG2 have one 30-minute of Arabic lesson each week.

For Development:

- Adapt the curriculum to meet the needs of all students, especially the high-achieving cohort.
- Ensure that Arabic lessons are provided within the regular school day as a key subject.

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

	KG	Primary	Secondary 1	Secondary 2
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding	Outstanding	Outstanding

- The school has rigorous policies and procedures for safeguarding and child protection. They are highly effective in keeping students safe from all kinds of abuse, including bullying and cyberbullying. The supervision of students on campus and on school buses is highly effective.
- The school premises are of high quality, well-maintained and hygienic. The school has detailed systems and quality checks of the facilities in place. Minor risks are dealt with swiftly. Risk assessments are carried out regularly.
- The promotion of students' personal safety and healthy living is highly successful. Aspects of healthy living are systematically built into many aspects of school life. Students take part in a wide range of activities and opportunities to help them make healthy lifestyle choices.

	KG	Primary	Secondary 1	Secondary 2
Care and support	Very good	Very good	Very good	Very good

- The caring, supportive ethos and respectful relationships contribute significantly to students' enjoyment of school and their high levels of self-discipline and courtesy. Pastoral care is highly effective. The personal development and wellbeing of students are closely monitored.
- The identification of students with specific learning needs is rigorous, leading to appropriate interventions. Students identified as gifted or talented have opportunities to excel through extra-curricular activities. Appropriate support is available across most subjects. Procedures are effective in promoting good rates of attendance.

- The wellbeing focus is enhancing student's resilience. Professional development for inclusion has yet to influence the support for students in a few subjects. The school provides effective guidance for older students about their choices of subjects and higher education pathways.

For Development:

- Ensure that risk assessments are followed up to identify and address potential safety issues promptly.
- Improve the support for students with gifts and talents across all subjects.

Inclusion of students of determination

Provision and outcomes for students of determination	Very good

- Leaders promote an inclusive ethos in the school and show strong commitment to its development. This ensures that students with specific learning needs take full part in school life. Leaders are highly effective in their deployment of specialist teachers to support students. Limited time for coaching and subsequent monitoring of teachers is delaying improvements.
- Baseline assessments and observations in the KG ensure that children are monitored at an early stage. Identification procedures are highly effective. Support plans are closely aligned to students' barriers to learning. They provide clarity on learning goals, how success will be measured, and the personalised strategies required for teaching and learning.
- Parents are fully involved in the development of support plans and review meetings. They value the caring and inclusive ethos in the school. Guidance for parents to support their children's learning at home is developing well.
- Students benefit from additional support by skilful specialist teachers. They successfully address gaps in students' understanding and skills. In some lessons the quality of support varies. Psychologists provide high-quality guidance and counselling. These enable students to access the curriculum fully and develop confidence.
- There are effective procedures in place to track students' progress towards their goals. Specialist teachers assess how well students are moving closer to their age-related curriculum expectations. Students develop their personal and social skills exceptionally well, benefitting from strong pastoral care. Students' profiles indicate that they make consistently strong gains in learning.

For Development:

- Monitor the quality of support for students across all subjects.
- Coach teachers to improve their support of students, as necessary.

6. Leadership and management

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

- The new Principal promotes a clear strategic direction. There are evidenced-based decisions and leadership strategies to ensure the school's development is efficient. Leaders increasingly act to provide the best provision for individual students. The newly-delegated leadership teams are effective, demonstrating secure understanding of best practices in teaching and curriculum. There is scope for better understanding of the use of assessment information to support the school's continued improvement.

- The systematic analysis of assessment data enhances the self-evaluation process and provides leaders with understanding of the school's effectiveness. Leaders have a wealth of systems to monitor achievement regularly and systematically. These provide evidence of the impacts of teaching on students' learning. The monitoring of teaching is effective. The results are used to provide detailed feedback and shape training programmes. School improvement plans are appropriate, detailed, and ambitious.

- Parents are very supportive of the school and of the opportunities it provides for their children. Communication between the school and parents is effective and transparent. The school reports regularly to parents on their children's academic and personal development. Parents support the programmes for the wellbeing and healthy living of their children. Partnerships with other schools and the sharing of best practices support further improvements.

- The various stakeholders are represented on the governing board. Governors have a range of methods for gathering the necessary knowledge about the school. They use this knowledge to enhance the school's funding, resources, and facilities. The board meets regularly with the parents' council and the Principal. Required changes such as the newly-installed shade sails are rapidly implemented.

- The daily management of the school is effective and efficient. Almost all teachers are appropriately qualified. However, not all teachers of Islamic Education have the necessary KHDA approvals. The school continues to benefit from high-quality facilities, including those to support the science

curriculum in the KG. Resources including educational technologies are plentiful, of high quality and used to promote learning.

For Development:

- Ensure that all teachers of Islamic Education and Arabic have the required KHDA approvals.

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**