

INSPECTION REPORT

2022-2023



SOUTH VIEW SCHOOL L.L.C

UK CURRICULUM

GOOD

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SCHOOL INFORMATION

GENERAL INFORMATION

	Location	Dubai Land
	Opening year of School	2018
	Website	southviewschool.com/
	Telephone	97144264864
	Principal	Reuben David Flint
	Principal - Date appointed	1/2/2021
	Language of Instruction	English, Arabic
	Inspection Dates	06 to 10 March 2023

STUDENTS

	Gender of students	Boys and girls
	Age range	3 to 16
	Grades or year groups	FS1 to Year 11
	Number of students on roll	1147
	Number of Emirati students	10
	Number of students of determination	79
	Largest nationality group of students	Arabic

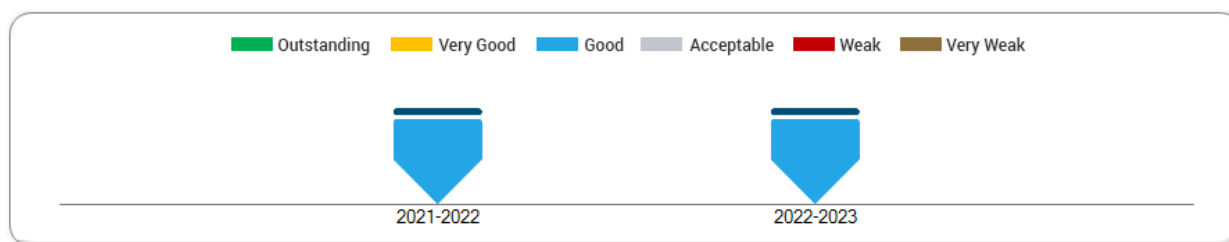
TEACHERS

	Number of teachers	106
	Largest nationality group of teachers	British
	Number of teaching assistants	30
	Teacher-student ratio	1:11
	Number of guidance counsellors	1
	Teacher turnover	24%

CURRICULUM

	Educational Permit/ License	UK
	Main Curriculum	UK
	External Tests and Examinations	GCSE
	Accreditation	NA

School Journey for SOUTH VIEW SCHOOL L.L.C



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

- In Foundation Stage (FS), children perform better than expected in English, mathematics and science. In Primary, students' academic outcomes in most subjects are very secure. They make good progress in Islamic Education and Arabic. In Secondary, students' outcomes in Years 7 to 9 are better than in Years 10 and 11. Overall, they perform well in mathematics and science. In Arabic as an additional language, students are below age-related standards.
- Most students are highly motivated and keen to learn. They persevere with tasks, which contributes significantly to their progress. They behave very well in lessons and as they move around school. They show care and respect for their teachers and for one another. Most choose healthy food options. They are committed to sustaining the environment.

PROVISION FOR LEARNERS

- Teachers create learning environments that are enjoyable and effective. Learning spaces are stimulating and engaging, particularly in FS. Primary teachers use questioning skills well to meet the needs of students with different abilities. However, too much time is spent on teacher-led activities, and more able students are held back. Teachers assess students' work and most monitor students' work in lessons. Students mark their own work and that of their fellow students.
- The secondary curriculum has been broadened through additional subjects. In Primary, the curriculum is enriched through clear links with Emirati culture. Its thematic nature enables students to make frequent cross-curricular connections between topics. Leaders regularly review the curriculum in FS and modify it to ensure that it is relevant and meaningful.
- The health and safety team ensures that all measures for child protection and procedures for managing students' behaviour are successful. Effective systems and policies for monitoring attendance and punctuality are in place. The addition of counselling services for secondary students has had a positive impact. Careers advice and guidance continues to evolve as the school expands. Students are supported effectively. Counselling services are highly valued by the school community.

LEADERSHIP AND MANAGEMENT

- The principal is committed to developing the skills of all staff with leadership responsibilities. Nevertheless, there are distinct differences in the effectiveness of leadership across the school. The roles and responsibilities of senior leaders lack cohesion. Many staff with leadership roles in Secondary are new to these roles and lack the skills needed to support the drive for improvement. .

The Best Features of The School:

- Improvements throughout Primary resulting in good or better students' progress.
- Strong provision in Foundation Stage (FS).
- Highly effective arrangements for child protection and the safety and security of all students.
- Facilities and resources that enhance students' achievements.
- The rigorous data analysis systems and extensive assessment information available to all teachers.





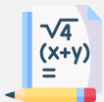

Key Recommendations:

- Improve leadership by monitoring all senior leaders and by providing training for all secondary leaders.
- Improve the accuracy of self-evaluation by aligning the school's judgments more reliably to the descriptors of the UAE Inspection Framework.
- Raise students' attainment and progress in Arabic.
- Improve teaching and learning.
- Ensure greater support for students whose first language is not English.

Overall School Performance

Good

1. Students' Achievement

		Foundation Stage	Primary	Secondary
 Islamic Education	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Good ↑	Acceptable
 Arabic as a First Language	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Good ↑	Acceptable
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Weak
	Progress	Not applicable	Good ↑	Weak
 English	Attainment	Good	Good	Acceptable
	Progress	Very good	Very good	Good
 Mathematics	Attainment	Good	Good	Good ↑
	Progress	Very good	Very good ↑	Good
 Science	Attainment	Good ↑	Good	Good
	Progress	Good	Good	Good
		Foundation Stage	Primary	Secondary
Learning skills		Good	Good	Good

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

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

3. Teaching and assessment

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Good	Good	Good
Assessment	Good	Good	Good

4. Curriculum

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

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

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

6. Leadership and management

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

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	meets expectations.	Not applicable.

- TIMSS scores in 2019 in science and mathematics in Year 5 were above the school's target. The outcomes of the National Agenda benchmark assessments for all three subjects in 2022 were high but variable across the years in each phase. The overall profile shows that results rose in English and were sustained in mathematics and science.

	Whole school
Leadership: data analysis and curricular adaptation	meets expectations.

- Although leaders are committed to the UAE National Agenda, they have not yet produced a National Agenda action plan. External assessment data are analysed thoroughly. The curricula in mathematics and science have been aligned with the requirements of the TIMSS, PISA and GL tests. Assessment information is used consistently to inform teachers' planning, but not the delivery of lessons in both primary and secondary phases.

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

- Action to promote students' reading literacy is being taken. Students do not have regular and challenging opportunities in all subjects across the curriculum to develop their critical thinking and problem-solving skills.

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

For Development:

- Prepare a comprehensive National Agenda action plan.
- Improve teachers' use of the full range of assessment information in the planning and delivery of lessons.
- Provide regular opportunities in all subjects to promote the development of students' critical thinking and problem-solving skills.

Wellbeing

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

- The school has an evolving wellbeing vision and a policy that influences practice and provision. A culture of wellbeing is established within the school community. The school's evaluation, monitoring and review systems highlight strengths and aspects for development. Governors and leaders recognise the importance of wellbeing. Leaders understand that reliable information and data enable them to design purposeful wellbeing provision. Increasingly the wellbeing needs of students are taken into consideration when planning daily routines and activities, and when selecting resources.
- Care, guidance and support are provided by trusted adults and a trained school counsellor. Students have access to appropriate and effective support. A clear management structure helps members of staff to obtain support as needed. Leaders are responsive to staff suggestions, and to individual needs and circumstances. They regularly provide students, parents and staff with opportunities to provide feedback on wellbeing matters. As a result, most stakeholders feel able to express their ideas and concerns.
- The school uses an all-round approach to wellbeing development. Wellbeing is increasingly incorporated in pertinent aspects of the curriculum in all phases of the school. Most students make informed decisions about their health and safety. They understand the importance of living healthy lifestyles through their choices of food and exercise. The student wellbeing census indicates that students feel safe, valued and engaged at school. The school is increasingly alert to students' wellbeing needs.


UAE social studies and Moral Education

- The moral social and cultural studies (MSC) framework is taught from Year 1 to Year 11. Primary students follow themes and are encouraged to link their learning to other areas of the curriculum. Older students participate in group work. MSC is an integral part of the curriculum and is valued by staff, students and parents.
- Teachers follow the framework and use innovative approaches in teaching. Pre-testing, ongoing and summative assessment procedures are robust. Classroom activities, excursions and guest speakers increase engagement, improve interaction and enhance outcomes. Cross-curricular links are evident. In moral education, discussions about sustainability, self-esteem and natural and human resources are lively and engage most students.

Main Inspection Report

1. Students' Achievement

Islamic Education


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

- Students in Primary make better progress because they are more engaged in lessons. Secondary students' attainment is in line with expectations.
- In Primary, students have secure knowledge of the key tenets of Islam, the early life of the Prophet (PBUH) and his migration to Medina. Secondary students show adequate knowledge about Umrah and the conquest of Mecca. Workbooks indicate a lack of depth in knowledge.
- Most students make good progress in learning the Holy Qur'an. Their memorisation skills have improved. The impact is more evident in Primary. Student's workbooks show that progress is limited by inadequate and sometimes inaccurate feedback from teachers.

For Development:

- Improve progress in Secondary by raising teachers' expectations and by enhancing students' engagement in lesson.
- Ensure that there are more challenging and engaging tasks or projects in workbooks,
- Provide accurate feedback to students.

Arabic as a First Language

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

- Most students in the primary and secondary phases understand the main idea when they read a story. They can analyse basic texts and recognise new vocabulary. A majority can identify different parts of speech and verb tenses.
- In Primary, students understand the different elements of a story, such as plot and character. Most students in Secondary understand implicit ideas from literary texts. Their reading skills improve steadily over time. However, the use of standard Arabic and of accurate grammar in speaking and in writing is underdeveloped.
- Students' reading and comprehension skills have been reinforced by using online digital platforms. Frequent spelling tests in Primary have led to improvements in accuracy. Although lessons are now planned to improve writing skills in Secondary, the impact is not evident.

For Development:

- Improve the accuracy of students' spoken and written work through higher expectations and challenge.
- Increase the ability of older students to speak and write at length.

Arabic as an Additional Language

	Foundation Stage	Primary	Secondary
Attainment	Not applicable	Acceptable	Weak
Progress	Not applicable	Good ↑	Weak

- Most students understand a limited range of common words and phrases. They can respond briefly to simple familiar questions. The majority can copy words and sentences confidently.
- In Primary, students make better progress because they can speak in short sentences with correct pronunciation. They write with correct letter formation and accurate spellings.
- In Secondary, students' communication skills are underdeveloped. Their knowledge of Arabic is below Ministry of Education (MoE) curriculum standards. Speaking and writing skills are not extended. Most students do not have a wide vocabulary. A majority has slightly stronger reading and comprehension skills.

For Development:

- Improve students' linguistic skills, especially their speaking and independent writing.
- Ensure that the activities and assessments are more closely linked to MoE standards.

English

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

- Children in FS communicate in English with increasing confidence. As they progress through the school, their language skills expand rapidly, with effective reading comprehension and writing skills developing well in Primary.
- Students improve consistently in English language learning. They understand and interpret texts and confidently use an increasingly broad range of vocabulary. In the main, they use grammar and punctuation correctly. In Secondary, students' ability to write extensively and to analyse literary texts is less strong.
- In FS and lower primary classes, students' understanding of letters and the sounds they make has improved significantly as a result of the raised profile of reading. This includes a new phonics programme which has consolidated very rapid progress and improved attainment.

For Development:

- Improve students' abilities to write extensively in Secondary through focused initiatives which support and challenge students.
- Increase students' critical thinking and literary analysis skills in Secondary.

Mathematics

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

- Children in FS can explain the differences between long and short. In Primary, students work confidently on learning tasks about perimeter and irregular shapes. Students in Secondary develop their understanding of quadratic graphs and equations and increasingly complex mathematical ideas.
- In FS, at least a large majority of children make progress above expectations through teachers' effective planning and delivery of interesting and practical mathematics activities.
- Results in examinations in Primary and Secondary vary across year groups. They are very strong throughout most primary classes. In Secondary, students do not have enough challenging tasks, especially the more able students.

For Development:

- Ensure that learning activities in lessons provide greater challenge for more able students so that they make greater progress.
- Raise progress and attainment in Secondary.

Science

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

- In FS, children's skills of observation and prediction develop steadily. In Primary and Secondary, students make sustained progress in the development of scientific ideas and in their understanding of the scientific method.
- Children in FS know about the properties of water. Students in Primary know about the pitch of sounds, fair testing and the reflection of light. In Secondary, students develop their understanding of increasingly complex scientific ideas.
- External examination results are high. Use of the scientific method is a regular feature of students' learning in all three phases. Students are effective problem solvers because the activities to promote problem-solving are regular features of their lessons.

For Development:

- Challenge children and students with more demanding learning activities to accelerate their progress.

Learning Skills

	Foundation Stage	Primary	Secondary
Learning skills	Good	Good	Good

- Students' attitudes to learning, and their communication and collaboration skills, are strengths throughout the school. Students interact eagerly, confidently expressing their own views and respecting those of others.
- Students take responsibility for completing tasks. They make connections between areas of learning. They can apply aspects of their learning to the world beyond school. They can think for themselves but lack sufficient opportunities to exercise choice or to develop independent learning and research skills.
- Through the school's recent focus on promoting learning skills, students have a greater awareness of their strengths and what they need to do to improve. However, they do not always have opportunities to develop critical thinking or problem-solving skills.

For Development:

- Provide students with more opportunities to exercise choice and to develop critical thinking and research skills.

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

	Foundation Stage	Primary	Secondary
Personal development	Very good ↑	Good	Good

- Students enjoy positions of responsibility and have respectful, positive relationships with their teachers. Warm relationships are particularly noticeable in FS where teachers and enthusiastic, friendly children interact well. There is little bullying across the school. Any incidents are quickly addressed.
- Students work well together, although a few are passive in discussions. They enjoy engaging in collaborative work and in group activities such as designing a new museum together. Attendance is good and is recorded on an electronic system.
- Students are encouraged to eat healthy food options and to help others both in school and in the local community. They have many opportunities to engage in sports activities and competitions, both internal and external, and are aware of the importance of regular exercise.

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

- Students have an adequate knowledge and understanding of Islamic values and how they influence life in the UAE. They value the diversity that exists in Dubai and in their school.
- Students have a strong understanding of Emirati history and heritage. They appreciate and talk about the role of the founders of the UAE in uniting the country. They are enthusiastic in describing changes over time. They enjoy celebrating National Day and other Emirati events.
- Students show clear understanding of their own culture and heritage. They are curious to learn about other cultures and are very proud of their own. Many students have experience of life in a wide range of other countries.

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

- Students contribute to the life of the school and the local community in many ways. Children in FS help to stock fridges for workers, and older students respond to international crises by organising collections for humanitarian aid.
- Students have a positive work ethic and generate good ideas, but sometimes they need help to complete the tasks. They produce a newsletter which is written and collated by students from across the school.
- Students are well aware of environmental issues, including sustainability. Students volunteer and contribute towards many projects, such as litter picking. In Primary, students work with a cycle company to design sustainable bicycles. Senior students have initiated a project to raise funds for a sustainable garden.

For Development:

- Encourage all students to participate in class discussions and collaborative work.
- Increase students' awareness and understanding of Islamic values and how they impact on life in the UAE.

3. Teaching and assessment

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Good	Good	Good

- Teachers generally have a strong subject knowledge and awareness of how students learn. Their lessons are well planned to support progress through differentiated challenges, especially in English, mathematics and science in Primary. Learning spaces are stimulating and engaging, particularly in FS.
- Teachers' interactions with students are positive and encourage students' interest in learning. They create supportive contexts for learning and use challenging and thought-provoking questions to generate meaningful discussions. However, in Islamic Education and Arabic in Secondary, the level of challenge is often too low.
- The school's focus on greater engagement of students is showing impact. In some lessons, students sit and listen for too long. In Secondary, students are often not required to take responsibility for their own learning.

	Foundation Stage	Primary	Secondary
Assessment	Good	Good	Good

- In FS, assessment processes generate coherent measures of children's academic, personal and social development. In Primary and Secondary, regular internal assessments of students' attainment in all subjects are based on the school's curriculum. They provide valid, clear measures of students' progress.
- External assessment data are analysed thoroughly and used to identify the strengths and weaknesses of groups of students. Information from external assessments is used to create class profiles for teachers. However, teachers do not consistently use all external assessment data to inform their lesson planning and teaching.
- Most teachers understand the significance of the assessment information which they receive. Although evident in lesson planning, it is not yet used effectively by all teachers in all subjects to meet the learning needs of all groups of students.


For Development:

- Provide opportunities for more able students to work at their own pace and levels.
- Increase levels of challenge for students in Islamic Education and Arabic in Secondary.
- Ensure that teachers use assessment information consistently to plan and teach lessons that meet the learning needs of all groups of students.

4. Curriculum

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

- In FS, learning is based on the Early Years Foundation Stage with other phases following the National Curriculum for England. The introduction of a phonics programme is improving continuity and progression. The secondary curriculum has been enriched by introducing drama and music.
- The digital literacy curriculum is successfully developing. Cross-curricular links are more evident in MSC, in the thematic curricular approach in FS and Primary, and in links to UAE and national priorities.
- Planning and regular monitoring of the curriculum is a developing feature. An alternative vocational pathway has been added in Years 10 and 11. The secondary curriculum provides a narrower range of subjects and does not build on the wider, diverse curriculum offered to students at the end of Primary.

	Foundation Stage	Primary	Secondary
Curriculum adaptation	Very good 	Very good	Good

- Curriculum modification is based on the outcomes of internal data analysis and assessments of cognitive abilities. Leaders regularly review the curriculum in FS and adapt it to ensure that it is meaningful. Curriculum modifications to meet the needs of different groups, including students of determination and the more able, are not fully evident in Secondary.
- The curriculum provides many opportunities for students to engage in extra-curricular activities. In FS, children participate in external clubs. In Primary and Secondary, students have a wide range of sporting activities and competitions, entrepreneurship, horse-riding, stable management and enrichment classes.
- The curriculum is well adapted to promote Islamic values and the understanding of Emirati history and heritage. In Primary, this is included in curriculum topics. Links with Emirati culture are particularly well embedded in the MSC curriculum.
- Arabic is taught for 40 minutes per week in FS.

For Development:

- Ensure that the secondary curriculum provides a wide choice of subjects and alternative pathways.
- Improve modifications to meet the needs of different groups, including students of determination and the more able.

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

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

- Detailed documentation and on-going training cover all aspects of child protection and safeguarding. The regular safety checks, fire practices and cleaning procedures are of a very high order.
- Buildings are well maintained. Risk assessments, incident records, policies and procedures are all in place. The extended canteen has enhanced seating arrangements for lunchtime breaks, but not enough to cater for all who use it. Water stations are in place.
- Turning and holding areas for school buses have been improved for the morning drop-off and afternoon pick-up. Parking facilities have been renovated. The electronic system to record students' arrival operates very efficiently.

	Foundation Stage	Primary	Secondary
Care and support	Good	Good	Good

- Relationships between teachers and students are positive, contributing to a caring and supportive school environment. The school's procedures for managing students' behaviour are successful. Systems and policies for monitoring attendance and punctuality are in place, resulting in good levels of attendance.
- The school has appropriate systems to identify students of determination and those with gifts and talents. In lessons, support for these students is inconsistent. Higher achieving students are not always challenged sufficiently.
- Parents now know about and have access to relevant and appropriate support services in school. Careers advice and guidance continue to evolve as the school expands, and they support students effectively. Counselling services are highly valued by the school community.

For Development:

- Ensure that all students have suitable facilities and supervision for eating lunch.
- Raise students' attendance rates.

Inclusion of students of determination

Provision and outcomes for students of determination

Good

- Leaders, including the governor and champion for inclusion, share a clear vision and commitment to the provision of high-quality support for students of determination. A well-qualified and experienced team supports students' needs. An inclusive education improvement plan is in place.
- Students' needs are swiftly and accurately identified on entry to the school, in FS and in classes. The school has an accurate understanding of the range of needs experienced by its students. Interventions are well matched to the type and level of need.
- The school involves parents when producing individual education plans (IEPs) and they are informed regularly about their children's progress. Parents know how they can support their children's learning at home. They are appreciative of all that the school provides.
- Specialist teachers give skilled individual support to students of determination. Most learning support assistants receive regular training to promote students' engagement in lessons and to increase their independence. Support provided by teachers in lessons is too variable.
- Most students of determination acquire appropriate knowledge, skills and understanding. The majority makes better than expected progress and is suitably prepared for the next stage of education.

For Development:

- Increase consistency in the quality of support provided by teachers in lessons for students of determination.

6. Leadership and management

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

- The principal has a strong vision for the school. He is committed to improving the effectiveness of leadership at all levels. . There are distinct differences in the quality of leadership across the school. The current structure of senior leadership does not provide cohesion throughout all phases. Leadership is particularly effective in Primary where the middle leaders are successful in raising standards. Many leaders in Secondary are new. Their skills are less developed.
- Most leaders know the school well, although the school’s self-evaluation, which was completed by senior and middle leaders, is overambitious and the process does not include all stakeholders. The drive towards improvement through departmental action plans is under way. The whole school improvement plan has clearly identified key priorities. Its impact, such as implementing the appraisal system, is emerging. There are not enough clear accountability targets to improve the quality of teaching and learning, particularly in Secondary.
- Parents are supportive and highly appreciate leaders and teachers, who respond quickly to communications. The new parent-teacher organisation has not had time to have an impact. The school provides many parents with valuable opportunities to visit. Parents value the weekly newsletter, although for parents whose first language is not English, access is less successful. Parents believe that their children flourish personally and academically. They are well informed about their children’s progress through regular reports.
- Governors are very well informed and their vision for the school is clear. They understand how the school performs on a day-to-day basis. They monitor the school regularly, although holding senior leaders to account is insufficiently rigorous. They have invested in additional teachers to increase the range and quality of the secondary curriculum. They ensure that a wide range of teaching resources is available. They have a firm understanding of students’ assessment data and outcomes.
- The daily life of the school is managed through efficient routines that ensure smooth transitions. In FS, teachers are well supported by teaching assistants. Students of determination have a dedicated area in which to enhance their personal and social development. Provision of technology has improved, particularly in Secondary. The school has very good resources and facilities. The library in Primary is better stocked and more welcoming than that in Secondary.

For Development:

- Improve monitoring of all leaders to provide greater cohesion throughout the school, and increase the rigour of the appraisal system.
- Improve governors’ processes for holding senior leaders to account.
- Upgrade the library in Secondary to the same standard as that in Primary.

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