

GOOD



2019-2020



























INSPECTION REPORT

CBSE CURRICULUM

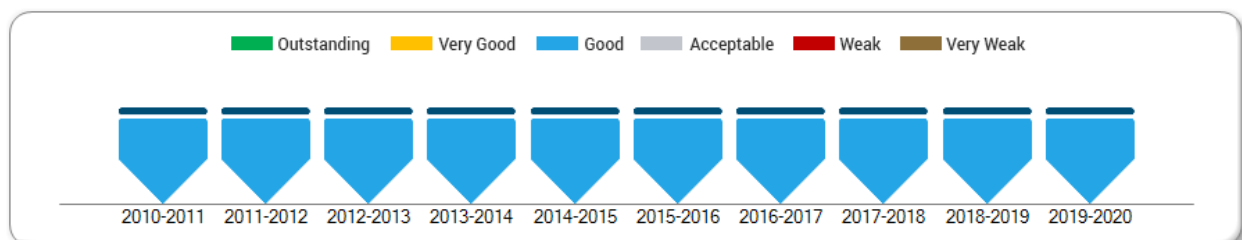
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School Information

General Information	 Location	Al Garhoud
	 Opening year of School	1961
	 Website	www.indianhighschooldubai.org
	 Telephone	+97142823555
	 Principal	Mrs. Amita Kapoor
	 Principal - Date appointed	4/1/2014
	 Language of Instruction	English
	 Inspection Dates	14 to 17 October 2019
Students	 Gender of students	Boys and girls
	 Age range	4-10
	 Grades or year groups	KG 1-Grade 4
	 Number of students on roll	4249
	 Number of Emirati students	0
	 Number of students of determination	212
	 Largest nationality group of students	Indian
Teachers	 Number of teachers	311
	 Largest nationality group of teachers	Indian
	 Number of teaching assistants	36
	 Teacher-student ratio	1:14
	 Number of guidance counsellors	13
	 Teacher turnover	20%
Curriculum	 Educational Permit/ License	Indian
	 Main Curriculum	CBSE
	 External Tests and Examinations	N/A
	 Accreditation	N/A
	 National Agenda Benchmark Tests	CAT 4, ASSET

School Journey for THE INDIAN HIGH SCHOOL-BRANCH



Summary of Inspection Findings 2019-2020

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

Student outcomes

- Student achievement in English and mathematics is very good in both phases, as students apply what they learn in different ways and connect learning to their own experiences. Achievement in Islamic education and science is good, with some improvements seen in how students develop scientific ideas. In Arabic, as an additional Language, attainment and progress are acceptable. In primary, attainment in social studies is very good.
- Across the school, students' very positive attitudes, their eagerness to work well at every opportunity they are given, and their respect and appreciation for others are all strengths of the school. Students support one another and exemplify the school values. They have a developing awareness of environmental issues. Students' occasionally have opportunities to use their improving innovation skills.

Provision for learners

- The quality of teaching varies across subjects, with the best lessons including opportunities for problem-solving and active learning. Teaching in Arabic, as an additional language, is less strong. Teachers' feedback to students supports their improvement, and often includes questions to further develop their thinking. However, teachers' use of assessment data to guide teaching and learning, particularly for different groups of students, is not yet sufficiently embedded in their planning.
- In all subjects, the curriculum aligns well to the learning indicators and outcomes of the Central Board of Secondary Education (CBSE) or the Ministry of Education (MoE). The curriculum is creatively enhanced to ensure breadth and interest for students and this supports their learning. However, more well-informed adaptation of the curriculum to meet the needs of specific groups of students remains underdeveloped.
- The provision for care, protection, guidance and support of students is outstanding. Recent improvements include the construction of ramps, which allow access to the buildings, and improved student awareness of all aspects of a healthy lifestyle. Students demonstrate and communicate well their views about healthy eating and lifestyle choices.

Leadership and management

- School leaders are highly dedicated to the school and its students. They manage the school well on a day-to-day basis and use innovative methods to extend the curriculum beyond the classrooms. Senior leaders begin to launch initiatives to promote a bold vision with strategic action.. Middle leaders show commitment and capacity to ensure further improvement.

The best features of the school:

- Students' excellent personal development, positive attitudes, and their appreciation of, and respect for the UAE and for their own cultures
- High quality arrangements for health and safety
- Students' keenness to learn, supported by their strong communication and collaboration skills
- Very good English and mathematics attainment and progress across both phases, very good progress in primary science, and very good attainment in primary social studies.









Key recommendations:

- Increase the proportion of high-quality lessons by:
 - improving the frequency and rigour with which lessons are monitored to enable all groups of students to be very successful learners
 - improving teaching strategies to provide sufficient opportunities for all students to practice their skills and develop critical thinking, problem-solving, innovation and independent learning
 - applying greater focus on child-centred learning in every lesson, including areas of student interest and open-ended activities.
- Improve the quantity and quality of learning support within classrooms to accelerate progress made by students of different abilities.
- Significantly raise the quality of the school improvement plans to ensure that the effective monitoring and evaluation of strategic and operational actions result in improved outcomes for students.
- Empower middle leaders to take independent strategic action on pertinent key priorities.

Overall School Performance

Good

1. Students' achievement

		KG	Primary
 Islamic Education	Attainment	Not applicable	Good
	Progress	Not applicable	Good
 Arabic as a First Language	Attainment	Not applicable	Not applicable
	Progress	Not applicable	Not applicable
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable
	Progress	Not applicable	Acceptable
 Language of instruction	Attainment	Not applicable	Not applicable
	Progress	Not applicable	Not applicable
 English	Attainment	Very good ↓	Very good
	Progress	Very good ↓	Very good ↓
 Mathematics	Attainment	Very good ↓	Very good
	Progress	Very good ↓	Very good
 Science	Attainment	Good	Very good
	Progress	Good	Very good
 UAE Social Studies	Attainment	Very good	
Learning skills		KG Very good	Primary Very good

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

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

3. Teaching and assessment

	KG	Primary
Teaching for effective learning	Good	Good
Assessment	Good	Very good

4. Curriculum

	KG	Primary
Curriculum design and implementation	Very good	Very good
Curriculum adaptation	Very good	Good

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

	KG	Primary
Health and safety, including arrangements for child protection/ safeguarding	Outstanding	Outstanding
Care and support	Good	Good

6. Leadership and management

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

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

National Priorities

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of 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 for the academic year 2019-2020.

The school's progression in international assessments

meets expectations.

- The school shows good progression in TIMSS, and ePIRLS. In the last cycle of tests, students were able to maintain intermediate to high international benchmarks, with attainment levels in line with expectations.

Impact of leadership

is above expectations.

- The school has a National Agenda action plan aligned to the recommendations from the previous DSIB inspection report. School leaders diligently analyse all available data to identify variance in N.A.P. tests. They systematically analyse student data to identify areas for development in external assessments and act on these.

Impact on learning

meets expectations.

- The school incorporates elements of critical thinking and independent learning into their lesson planning documents. However, teachers' practices in lessons do not sufficiently reflect this planning. In most lessons, activities and investigations are too teacher controlled.

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

For Development:

- Develop measures to ensure that the school's targets in the next cycle of N.A.P international assessments are met or exceeded.
- Ensure that classroom activities are student-centred, and the development of critical thinking and independent learning is promoted.

Moral education

- Moral education is taught as a stand-alone subject. The alignment of the curriculum to the school's vision allows students to experience a wide range of topics through relevant activities and discussions.
- Lessons are well planned and often include some activities to develop critical thinking, challenge and connections to personal experiences. Teachers integrate the aspects of moral education into a range of additional subjects.
- A limited range of assessments is used to determine students' understanding of topics. Information on students' progress is included in the reports to parents.

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

For Development:

- Ensure that teachers better focus their lessons on identified areas for development.

Reading across the curriculum

- The school is creating more opportunities for reading. However, there is neither a whole school strategy nor an action plan to support under-performing readers, particularly the boys.
- Not all teachers are skilled in helping students to improve their reading skills, whether with new vocabulary or with targeted comprehension. As a result, students often find it challenging to read unfamiliar texts in different subjects.
- There is an increased awareness of the importance of skilful reading. However, limited resources and library time is affecting the development of reading for purpose and pleasure.
- Positive reading initiatives have started, but these are not reaching all students. A whole-school approach to improving reading is not in place.

The school's implementation of reading across the curriculum is developing.

For Development:

- Develop a clear, school wide reading literacy policy and strategy, to enable the development of reading across the whole school curriculum and to improve the reading of underperforming students.
- Provide training to enable teachers to help students accelerate and strengthen their reading skills.

Innovation

- An increasing number of students are being offered opportunities to demonstrate innovative skills in a range of subjects.
- In the primary phase, there are examples of students identifying and co-leading innovative activities that promote social responsibility.
- An increasing number of teachers provide opportunities, for innovation, through both the formal curriculum and extra-curricular activities. While some elements of the curriculum promote innovation, overall, its development is inconsistent across the school.
- Leaders are encouraging innovation in the school. There are an increased number of initiatives to allow students to be innovative. For example, there is a strong focus on Expo 2020.

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

For Development:

- Develop more opportunities to encourage students to explore independently and try innovative approaches to solve problems in their learning.

Main Inspection Report

1. Students' achievement

Islamic Education

	KG	Primary
Attainment	Not applicable	Good
Progress	Not applicable	Good

- The attainment of girls' is slightly stronger than that of boys. Across the primary phase, students' progress is strongest in the lower grades. Lack of rigour, challenge and expectation, leads to slower than expected progress for the most able students.
- Students' have good knowledge and understanding of the Pillars of Islam, the Prophets' (PBUH) stories and Islamic values. Their progress in learning the majority of Islamic concepts is rapid, although their ability to quote verses from the Holy Qur'an is less secure.
- Improvements in students' memorisation skills, and their engagement in different competitions are evident. However, students' abilities to independently apply the rules of recitation is inconsistent, especially for boys.

For Development

- Modify the curriculum and raise the expectations across all grades in order to meet the learning needs of different groups of students, especially students of determination.
- Enhance students' understanding of Seerah and the meaning of the verses of the Holy Qur'an so that they develop their ability refer to and to quote key points.

Arabic as an Additional Language

	KG	Primary
Attainment	Not applicable	Acceptable
Progress	Not applicable	Acceptable

- Most students demonstrate skills that are in line with their years of learning Arabic, with students making progress in line with the curriculum standards. In Grades 3 and 4, girls make more rapid progress than boys.
- Most students have basic listening and reading skills when they read familiar phrases aloud. Their skills in reading comprehension are not as strong. Students' fundamental writing skills are secure, but they have limited opportunities for independent writing and speaking.
- Internal competitions within the Arabic department across Grades 1 to 4, provide students with more opportunities to practise their language skills. These developments are helping to enhance students' confidence and skills further.

For Development:

- Build opportunities to strengthen students' independent writing and general comprehension skills.
- Provide more opportunities for the development of Arabic language skills.
- Modify the curriculum, so that students can access the balanced domains of language, to meet their individual linguistic needs.

English

	KG	Primary
Attainment	Very good ↓	Very good
Progress	Very good ↓	Very good ↓

- Children in the Kindergarten (KG) make accelerated progress in the development of their speaking and listening skills. They are beginning to demonstrate an ability to read short words and sentences and write for meaning and purpose. In the Primary Phase, students display higher order reading skills, particularly interpretation skills and the integration of information.
- The increased focus on reading and presentations in Grades 3 and 4 allows students to become more confident in projecting their voices with appropriate intonation. Writing skills, particularly at length, are less well-developed in the primary phase.
- KG children are confident in applying their literacy skills across a range of subjects. For example, they are able to label observations in science lessons. In the Primary Phase, when offered the opportunity, students enjoy contributing to discussions and performing basic investigative research.

For Development:

- Strengthen students' extended writing skills through more and varied writing opportunities.
- Provide more developmental feedback to students identifying how they can improve their work further.

Mathematics

	KG	Primary
Attainment	Very good ↓	Very good
Progress	Very good ↓	Very good

- Students' performance on external benchmark tests and internal examinations indicate very good levels of attainment and progress. Accelerated progress in the primary phase is facilitated by effective teaching in lessons. KG children achieve above curriculum standards and make better than expected progress in their numeracy skills.
- In both phases, students work confidently with numbers and shapes. Using real world experiences, they create and explain graphs. Daily practice in mental mathematics, vocabulary development and reading comprehension skills, is helping students to build a range of strategies to solve problems.
- Students' well-developed learning skills and keen interest in lessons is impacting positively on their learning outcomes. The recent focus of developing critical thinking, cross-curricular links and real-life applications in Primary is contributing to increased competence in problem-solving.

For Development:

- Extend and enhance students' mental mathematics and develop further their ability to solve age-appropriate multi-step word problems.

Science

	KG	Primary
Attainment	Good	Very good
Progress	Good	Very good

- In the Primary Phase, a large majority of students demonstrate knowledge and understanding of scientific concepts that exceed the curriculum expectations. They make better than expected progress, as evidenced in lessons and in their recent work. Their high attainment levels reflect both internal and external assessment data.
- Students develop their scientific skills mainly through investigations, that are often too teacher dominated and controlled. Their knowledge of scientific facts and concepts is stronger than their application of scientific skills. This is especially true for children in the KG.
- The new science activity room provides students with additional materials and space for learning through hands-on activities and experiments. The department's continued focus on investigations has not had a significant impact on improved students' learning outcomes.

For Development:

- Ensure that teachers enable students, especially in the KG, to work more independently on more open-ended enquiry investigations.

UAE Social Studies

	All phases
Attainment	Very good

- Students are enthusiastic learners in social studies. They enjoy exploring UAE geography, culture and history and increasingly show a thorough understanding of the content and relate it to personal experiences.
- In most classes, students investigate topics and enjoy sharing what they learn through presentations, displays and in their writing. For some students, key vocabulary is not fully understood, leaving them less sure in their understanding.
- Overall, students are performing well, as reflected in this first whole-school evaluation of attainment. They understand the key concepts of the UAE curriculum, and apply similar concepts when learning the CBSE social science content, demonstrating their understanding of the major themes.

For Development:

- Create stand-alone assessments for UAE social studies which enables students to understand their strengths and to create a base from which to evaluate their progress over time.

Learning Skills

	KG	Primary
Learning skills	Very good	Very good

- Across the school, students are effectively developing their learning skills. They are highly motivated and eager to respond to questions from their teachers. In the primary phase, they are focused and take responsibility for their own learning and readily engage in classroom activities.
- Students interact with one another and collaborate well in different learning environments. They show a concern for their peers and support each other when required. They are confident and can communicate what they are learning successfully.
- Students are enterprising and capable of undertaking basic level research, often finding out things for themselves. When given the opportunity to use the limited technology available, students work independently and demonstrate a capability to do research, think critically and solve problems.

For Development:

- Provide more opportunities for students to do independent research, innovate, develop critical thinking and solve real life problems.

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

	KG	Primary
Personal development	Outstanding	Outstanding

- Across the school students have a consistently strong sense of personal responsibility and an embedded work ethic, such as reliability, dedication, productivity and cooperation. These features nurture their academic success. Students' attitudes to school and to others result in excellent behaviour on the part of almost all students.
- The quality of the relationships between students and staff is commendable. Students report that they feel safe, supported and valued at school. They show tolerance and empathy towards others, including students of determination.
- Students are committed to following a safe and healthy lifestyle. They make healthy eating choices, with some helping their peers to make correct decisions regarding nutrition and physical wellbeing. Levels of attendance are good, and students are punctual to lessons and school.

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

- Across both phases, students have a very strong understanding of the importance of Islamic values in relation to life in the UAE. Grade 4 students display detailed knowledge regarding their own culture, while children in the KG have a strong knowledge of Emirati culture appropriate to their age.
- With pride, students explain with clear understanding, aspects relating to their own culture, traditions and heritage. They enjoy sharing their respect for, and appreciation of, Emirati heritage. However, their knowledge and understanding of broader worldwide cultures is less well-developed.
- The school provides initiatives to help to develop the students' knowledge and understanding of their own traditions and that of the Emirati culture. However, these initiatives are not always accessible to different groups of the students.

	KG	Primary
Social responsibility and innovation skills	Outstanding	Outstanding

- Students contribute well to the life of the school and readily share their opinions and ideas They play key roles in developing a kitchen garden and a green room and take responsibilities such as, 'Food Inspector' and help with clubs. They are involved in charity work and participate in community events.
- KG children are eager to learn and take initiative in their work. In the primary phase, students work hard, and most take an interest in developing their own projects.
- Students keep their school clean and understand the importance of recycling, both in the school and the community. Their environmental awareness, both locally and globally, is evident through displays throughout the school.

For Development:

- Enhance the students' understanding of world-wide cultures and refine their depth of understanding of Emirati traditions.
- Provide more opportunities for students to think locally and globally about their role in sustaining the environment.

3. Teaching and assessment

	KG	Primary
Teaching for effective learning	Good	Good

- Teachers' strong subject knowledge and their understanding of how students learn enables them to plan engaging tasks, motivate students and using time and resources effectively. In the better lessons in the primary phase, they set differentiated targets that provide challenge for all groups. In the KG, strategies are generic and include some differentiation.
- In a minority of lessons, teachers focus on students' completion of tasks rather than extending their knowledge and developing their skills. In these classes, teachers' questioning rarely promotes student thinking.
- In the Primary Phase, most classes focus on problem-solving, critical thinking and enquiry approaches, linked to open-ended questioning and providing opportunities for students to work independently or collaboratively. In the KG, children often have teacher-directed, hands-on activities, that restrict the development of their independent learning skills.

	KG	Primary
Assessment	Good	Very good

- The school has effective assessment processes to monitor individual and group progress. Lesson and unit plans make use of assessment information to plan tasks and activities. However, the implementation of these plans in lessons to meet the needs of all groups of students is less consistent in the KG.
- The school's analysis of progress data is in line with the inspection framework. Teachers mark students' work regularly and leave written feedback that is useful for them to improve their work or to guide them into their next steps in learning.
- The school is working to enhance further its internal assessment processes by introducing online diagnostic tests, online report cards and more effective monitoring of the progress of students of determination.

For Development:

- Ensure that the implementation of lesson plans across the school is more effective to meet the needs of the different groups of learners.

4. Curriculum

	KG	Primary
Curriculum design and implementation	Very good	Very good

- The curriculum has a clear rationale and is compliant with the CBSE expectations. The KG curriculum is based on the Early Years Foundation Stage (EYFS), and the primary curriculum prepares students for the CBSE Board curriculum. There is breadth and balance, as well as carefully planned continuity and progression, ensuring smooth interphase transitions.
- Students in the primary phase are offered a range of curricular and co-curricular subjects to match their interests, talents and aspirations. Cross-curricular links are stronger in KG and are based on a thematic approach.
- External assessment data is reviewed regularly, and modifications are made in the key subjects of the curriculum. The school has allotted a weekly period to teach UAE social studies in its timetable, as required.

	KG	Primary
Curriculum adaptation	Very good	Good

- The school modifies the curriculum to meet the needs of the less able students and students of determination. However, these adaptations are not always implemented well in lessons, most notably in the Primary Phase. Students with gifts and talents are identified and encouraged to participate in assemblies and special events.
- Opportunities to innovate include break time activities and ICT lessons that promote innovative thinking among students. For example, in Grade 4 students created a code, using sensors to indicate the change in temperature of a swimming pool.
- The school has forged effective links with organisations in the UAE to promote awareness about the UAE and its culture. This is done through partnerships with the Rashid Paediatric Centre, visits to the Happiness Centre for senior citizens, and charity work during Ramadan.
- Children in KG 2 have one period of Arabic per week.

For Development:

- Adapt and implement the curriculum more effectively to meet the needs of all groups of students during lessons.

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

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

- Students are safe and very well supervised as they move throughout the school. Arrangements for their care, welfare and safeguarding are very strong. The staff value students' happiness and address any needs or concerns that may arise promptly and with sensitivity.
- The school has safety procedures in place such as fire drills and is in the process of reviewing what improvements might be added to these procedures to ensure smoothness of operation.
- The school's promotion of healthy lifestyle choices through fitness and food is strongly evident, with students sharing good advice and demonstrating it in their actions. Ramps to access buildings are in the process of completion, to provide support to students and adults with mobility limitations.

	KG	Primary
Care and support	Good	Good

- Across the school, students feel very safe and have confidence in the caring staff. Class teachers and the team of school counsellors provide prompt and effective support for students and their families.
- Behaviour across the school is closely monitored, and students enjoy the rewards of points for good conduct. Attendance is very good in the upper primary phase but weaker in the lower primary and KG, where a few parents do not support regular attendance at school.
- The identification of students of determination has improved with the use of a wider range of diagnostic tools employed by specialist staff, to determine student's needs. Teachers are increasingly diligent in identifying students with gifts and talents.

For Development:

- Improve levels of attendance in KG and lower primary to match those in Grades 3 and 4.

Inclusion of students of determination

Provision and outcomes for students of determination

Good

- A committed and supportive leadership team ensure a high priority is given to inclusion. There is close co-operation between teams of counsellors and inclusion support staff, resulting in an effective partnership to care for students who have a variety of needs.
- Rapid need identification, in concert with a range of support measures are in place to facilitate in and out of class assistance. However, the school lacks sufficient Learning Support Assistants to improve specialist targeted support, especially in primary classes.
- Parents are very pleased with all that the school provides for their children and feel well supported. Regular sharing of information including reports on their child's progress and review of their learning plans, help keep them fully involved and engaged in their child's educational development.
- Learning plans provide broad guidance, particularly in improving students' social and behavioural development. Support for students of determination is a strength of the learning centre, and it is mostly good but variable in primary phases classrooms.
- Most students of determination make good progress from their individual starting points, and this is evident in their work in classes and in their books. Arabic speaking support staff are now integrated into Arabic classes, but this is not yet contributing to an improvement in students' progress.

For Development:

- Improve the quality and organisation of in-class support for students of different abilities.

6. Leadership and management

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



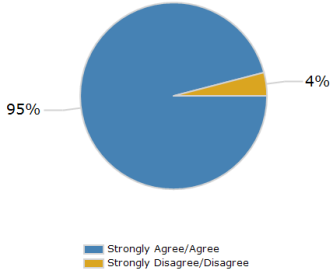
- Senior leaders, including the principal, share a sense of purpose as they work to ensure a sound and broad education for all students. Leaders value the UAE national priorities and are committed to developing these both inside classrooms and in extra-curricular activities. Teams work well in the various departments towards improving student achievement. Senior leaders have maintained a good standard of education. However, improvement activities are not yet robustly evaluated for their impact in bringing about significant change.
- Self-evaluation processes now include input from many sources across the school. Information is analysed and provides school leaders with a balanced and accurate view of present strengths. Less developed is the stage of improvement planning which prioritises the next steps and sets measurable actions within specific timelines. Although most recommendations from the previous report have been addressed, the impact is unclear. New evaluation procedures for improved teacher monitoring offer promise, in line with inspection indicators and teacher licensure expectations.
- The school is extremely successful in fostering high-quality relationships with the parents as partners in their children's learning. Parents actively contribute to the school's improvement initiatives. They are kept well informed about their children's learning and development. Parents know that they can approach the school through the Parent Communication Centre. The school reports regularly to parents regarding the children's academic progress and well-being. Partnerships with local, regional and international communities are contributing positively to students' learning and development.
- The Governing Board reviews the work of the school and works in close connection with the principal. The board includes representation from the parents and holds a secure understanding of their views. The newly re-formed board has taken several positive actions to address key school needs. These include budget allocations and major decisions regarding the future structure and size of the student body as well as improving opportunities for active student learning.
- The school is well organised with effective procedures and routines to provide for students' needs. It has suitably qualified staff who benefit from regular professional development. Although school-wide internet access is available, students do not always have regular access to technology. Teachers use computers and projectors effectively in some lessons, but the limited available technology is restricting 21st century learning. To address these issues, additional commercial activities are used to enhance students' investigative learning.



For Development:

- Remodel school improvement and strategic planning processes, to ensure that these lead to focused, specific actions to raise student achievement.
- Ensure that the principal, senior and the middle level leaders are supported to take actions to improve the school or their departments.
- Improve the availability of technological resources, to enable effective, broader learning by all students.

The Views of Parents

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

 Students No. of responses = 0	 Parents No. of responses = 185						
<p>Not applicable</p>	<p>Overall, I am satisfied with the quality of education at my child's school</p>  <table border="1"> <caption>Parent Satisfaction Data</caption> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Strongly Agree/Agree</td> <td>95%</td> </tr> <tr> <td>Strongly Disagree/Disagree</td> <td>4%</td> </tr> </tbody> </table>	Response	Percentage	Strongly Agree/Agree	95%	Strongly Disagree/Disagree	4%
Response	Percentage						
Strongly Agree/Agree	95%						
Strongly Disagree/Disagree	4%						

 Students	<ul style="list-style-type: none"> There are no student surveys due to the young age of students from KG to Grade 4.
 Parents	<ul style="list-style-type: none"> Parents responding to the survey are very happy with the provision of education available to their children. The aligns strongly with the finding of the inspection team.

What happens next?

The school has been asked to prepare and submit an action plan to DSIB within two months of receiving the inspection report. This should address:

- recommendations from DSIB
- areas identified by the school as requiring improvement
- other external reports or sources of information that comment on the work of the school
- priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

If you have a concern or wish to comment on any aspect of this report, you should contact inspection@khda.gov.ae