

"THE RACE FOR EXCELLENCE HAS NO FINISH LINE."
- SHEIKH MOHAMMED BIN RASHID AL MAKTOUM

**Inspection Report
2018-2019**

**GEMS Royal Dubai
School**

11 YEARS OF INSPECTIONS

Outstanding



























Curriculum
UK



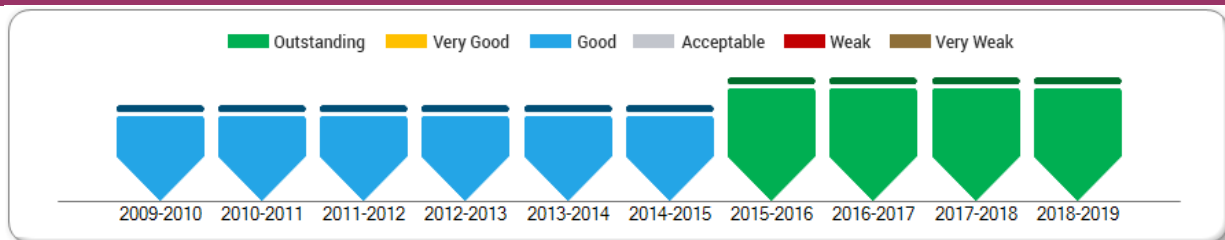
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School Information

General Information	 Location	Al Mizhar
	 Opening year of School	2005
	 Website	www.royaldubaischool.com
	 Telephone	04-2886499
	 Principal	Vicky Martin
	 Principal - Date appointed	10/10/2018
	 Language of Instruction	English
	 Inspection Dates:	21 to 24 January 2019
Students	 Gender of students	Boys and girls
	 Age range	3 to 11
	 Grades or year groups	FS1 to Year 6
	 Number of students on roll	1081
	 Number of Emirati students	236
	 Number of students of determination	96
	 Largest nationality group of students	Emirati
Teachers	 Number of teachers	79
	 Largest nationality group of teachers	British
	 Number of teaching assistants	57
	 Teacher-student ratio	1:14
	 Number of guidance counsellors	1
	 Teacher turnover	15%
Curriculum	 Educational Permit/ License	UK
	 Main Curriculum	UK
	 External Tests and Examinations	UK SATs
	 Accreditation	None
	 National Agenda Benchmark Tests	GL, CAT4

School Journey for GEMS Royal Dubai School



Summary of Inspection Findings 2018-2019

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

Students' Outcomes

- From the Foundation Stage onwards, students acquire excellent learning skills and achieve extremely well in most subjects. Rapid progress ensures that attainment in English, mathematics and science is very good. Attainment is good in Islamic education and in Arabic as an additional language. Attainment is acceptable in Arabic as a first language. Students of determination make excellent progress towards their individual learning goals.
- Students' respectful and considerate behaviour makes a significant contribution to the school's welcoming and purposeful learning atmosphere. They display highly positive and very responsible attitudes to learning. They appreciate and respect Islamic values and have an excellent understanding of the culture and traditions of the UAE. Students are keen to take on leadership roles and display well-developed innovation and enterprise skills.

Provision for learners

- Very good and often outstanding teaching successfully engages students' attention and interest. Teachers' skilful use of questioning promotes higher-order thinking as students are challenged to explain their reasoning. Teaching of this quality is less consistent in Islamic education and Arabic. In most lessons, assessment information is carefully analysed and used to ensure that work is matched to students' learning needs.
- The curriculum is exceptionally well-planned to ensure progression in students' learning. The curriculum in the Foundation Stage provides children with the basic skills that underpin the rapid progress evident in the later years. The curriculum is particularly well-adapted to meet the needs of students of determination. The development of enterprise and innovation skills permeates the curriculum. Students are exceptionally well-prepared for the next stage of their education.
- Students' welfare and well-being are given the highest priority. All staff are provided with safeguarding and child protection training. Students are carefully supervised and kept safe both within school and when on school transport. Healthy living and active lifestyles are promoted throughout the school. Excellent support for students of determination ensures that all maximise their potential.

Leadership and management

- Highly-effective leadership is at the heart of this outstanding school. Rigorous self-evaluation provides leaders with an accurate picture of the school's performance. Parents are fully engaged in their children's learning journeys. Governors are rigorous in holding leaders to account and ensure the school is exceptionally well-resourced. High quality specialist learning facilities are available across many curricular areas.

What the School does Best:

- The outstanding progress in English, mathematics and science that leads to very good and outstanding attainment
- Students' excellent personal development and outstanding learning skills
- The high-quality and innovative curriculum that provides students with a rich variety of learning experiences
- The outstanding leadership and governance that ensure that this is an inclusive school, providing high-quality care and support for all students, particularly students of determination
- The very effective use of resources to support learning, and the outstanding partnerships with parents.







Key Recommendations:

- Ensure that the curriculum in the Foundation Stage provides an appropriate balance of child-initiated and adult-led learning activities.
- Improve teaching and raise attainment in Islamic education and Arabic by ensuring that:
 - expectations are consistently high and work is appropriately challenging
 - lesson activities provide students with relevant and motivating learning experiences.

Overall School Performance

Outstanding

1. Students' Achievement

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

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

	Foundation Stage	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

	Foundation Stage	Primary
Teaching for effective learning	Outstanding	Very good
Assessment	Outstanding	Outstanding ↑

4. Curriculum

	Foundation Stage	Primary
Curriculum design and implementation	Outstanding	Outstanding
Curriculum adaptation	Outstanding	Outstanding

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

	Foundation Stage	Primary
Health and safety, including arrangements for child protection/ safeguarding	Outstanding	Outstanding
Care and support	Outstanding	Outstanding

6. Leadership and management

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

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

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:

Registration requirements

The school meets the registration requirements for the National Agenda Parameter (N.A.P.) for the academic year 2018-2019.

School's Progression in International Assessments

is above expectations

- The school's results in the 2015 Trends in International Mathematics and Science Study (TIMSS) tests show an overall improvement, but not enough to meet the targets set for those subjects. Results in the 2016 Programme for International Reading Literacy Study (PIRLS) were significantly above the centre point and at the high international benchmark. The outcomes of the N.A.P. benchmark assessments for all three subjects were higher in 2018 than in 2017. Comparisons of NAP test results with cognitive ability test data (CAT4), show that most students are achieving above their potential in English, mathematics and science.

Impact of Leadership

is above expectations.

- Leaders are committed to the UAE National Agenda. The National Agenda action plan clearly identifies the actions required for the school to reach its targets. External test results are used to confirm the accuracy of the internal assessments. The curriculum is aligned with the requirements of the TIMSS, PIRLS and General Learning (GL) tests. Consistently-effective use is made of assessment information to ensure that students' academic and well-being needs are met.

Impact on Learning

is above expectations.

- Students' critical thinking, investigative and problem-solving skills are successfully promoted in almost all subjects. Most students are able to carry out independent inquiry and research activities in which they collect and analyse data, arrive at coherent conclusions and communicate their findings in a variety of ways. Specialist coaches promote the development and use of digital skills and other innovative teaching and learning approaches.

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

For development:

- Ensure that the development of critical thinking and problem-solving skills is firmly embedded in all subjects, especially in Islamic education and Arabic.

Reading Across the Curriculum

- A very good use is made of internal and external assessment data to measure students' achievement in reading. Throughout the school, students' reading skills steadily improve in subjects taught in English.
- Students confidently access a variety of texts. They apply appropriate strategies when presented with unfamiliar subject-specific vocabulary.
- While the library is used to support a variety of reading strategies and initiatives, its potential to be a stimulating hub for reading across the school is not fully exploited.
- A whole-school reading policy, building on the very good strategies that already exist, is currently being developed.

The school's provision, leading to raised outcomes in reading across the curriculum, is developing.

For development:

- Within the context of an evolving policy for reading across the curriculum, ensure that the library features as a centre for stimulating students' love of reading.

UAE Social Studies

- The very well-planned UAE social studies curriculum, with the effective use of appropriate resources, enables all students to make connections with everyday experiences and extends their knowledge of the UAE.
- Students use enquiry and research skills effectively while exploring the concepts of the programme. Critical thinking and problem-solving skills are key features of their learning.
- Supported by exceptionally well-developed learning skills, the large majority of students demonstrate levels of knowledge and understanding that are above the curriculum standards.
- Assessment information and work in lessons show that a large majority of students make better than expected progress.

The school's implementation of the UAE social studies programme is above expectations.

Innovation

- Most students are able to think for themselves and take the initiative. They are always challenged to explain their thinking and ideas.
- The development of social responsibility is a key feature of school life. Students regularly suggest ways of raising funds for charities.
- Teaching successfully promotes independent learning and problem-solving skills. In almost all lessons, questioning helps to develop students' critical thinking skills.
- A wide range of well-planned opportunities is provided across the curriculum for students to develop technological and entrepreneurial skills.
- Innovation is at the heart of leadership in this school. There is a constant search for ways of enhancing students' learning experiences.

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

Main Inspection Report

1. Students' Achievement

Islamic Education

	Foundation Stage	Primary
Attainment	Not applicable	Good
Progress	Not applicable	Good

- Students' recent work and lesson observations confirm that attainment and progress are above curriculum expectations in all years. The attainment and progress of non-Arab students are slightly above those of Arab students.
- Students demonstrate a better understanding of Seerah and the principles of worship than of the Holy Qur'an and Hadith. While students' understanding of Islamic etiquettes and the pillars of Islam and faith are improving, their recitation and memorisation skills are under-developed.
- Students are making good progress in understanding of Seerah and in their ability to link this aspect of learning to real-life situations. However, they are making slower progress in understanding of Holy Qur'an verses and how to link them to everyday life.

For development:

- Improve students' Holy Qur'an recitation skills and their ability to link the verses to everyday life.

Arabic as a First Language

	Foundation Stage	Primary
Attainment	Not applicable	Acceptable
Progress	Not applicable	Good

- While the attainment of most students is in line with the expected curriculum standards, attainment in the lower years is above these standards. This is confirmed by the most recent assessment data and by students' work in lessons.
- Many students lack confidence and fluency when speaking. Although their listening skills are stronger, many students rely on support from their teachers to understand key details in texts and speech. Students in the lower years are beginning to build sentences into coherent paragraphs.
- Although there have been improvements in teaching, learning activities do not always have a clear purpose. Consequently, the impact on students' progress has been insufficient for attainment to improve in reading, speaking and writing.

For development:

- Improve students' confidence in speaking through extended discussions and presentations, and increase collaboration with other language departments to share best practice in teaching and learning.

Arabic as an Additional Language

	Foundation Stage	Primary
Attainment	Not applicable	Good
Progress	Not applicable	Good

- As evident in lessons and students' recent work, the majority are attaining levels that are above curriculum standards, particularly in the lower year groups. The majority of students are making better than expected progress against their differing starting points.
- Students show good reading comprehension, but their responses to questions often include grammatical errors. The wider vocabularies of the higher-ability students enable them to describe people, places and events. Nevertheless, the ability of most students to engage in conversations is variable.
- The occasional use of English by teachers and students slows the development of comprehension and fluency in speech. The activities in lessons that engage students but occasionally lack a clear purpose, have little impact on their language learning. This slows their progress and improvement in attainment.

For development:

- Ensure that all planned learning activities have a clear purpose and provide students with meaningful learning experiences.

English

	Foundation Stage	Primary
Attainment	Very good	Very good
Progress	Outstanding	Outstanding

- Throughout the school, students make rapid progress in developing listening and speaking skills. They voice their ideas and opinions with confidence using a wide range of vocabulary. They listen carefully, making relevant contributions and asking appropriate questions.
- Most are enthusiastic readers. Children in the Foundation Stage use their phonic knowledge to sound out simple words. Most older students read fluently and with good expression. They extract information from different sources and analyse texts to identify particular aspects of language usage.
- A focus on improving writing in the upper primary phase has been successful. Students are now writing extended pieces of work in English lessons and in other subjects. Occasionally, students do not make enough use of available resources, including technology, to support their writing.

For development:

- Ensure that students make regular use of the range of available resources to support their writing.

Mathematics

	Foundation Stage	Primary
Attainment	Outstanding	Very good
Progress	Outstanding	Outstanding ↑

- Children in the Foundation Stage have a secure age-related understanding of number, shape and space. Internal and external data and work in notebooks, show that attainment levels for the large majority of students in the primary phase are above curriculum expectations. Students make rapid progress from their starting points.
- The large majority of students have secure number, geometry and data-handling skills. Their mental mathematical skills are improving as a result of a daily focus in lessons. Students are developing very good strategies to solve problems.
- In the primary phase, students' progress has improved since the last inspection. The introduction of tiered tasks, which offer all groups of students a high level of challenge, is having a positive impact on their progress. Attainment is improving across all year groups.

For development:

- Develop students' understanding of number bonds, patterns and place value, especially for those who find learning more difficult.

Science

	Foundation Stage	Primary
Attainment	Outstanding	Very good
Progress	Outstanding	Outstanding

- In the Foundation Stage, children's skills of observation, classification and investigation develop rapidly. This quick rate of progress continues throughout the primary phase because teachers apply their subject knowledge expertly. External assessment results are consistently well-above average in all years in the primary phase.
- Most children in the Foundation Stage know about plant and animal life. In the primary phase, students extend and deepen their understanding progressively of topics such as the life-cycle process, chemical reactions and physical phenomena. Applying the scientific method is a strong feature of learning in both phases, but there is scope in the primary phase to extend opportunities for students to improve their independent research skills.
- Students get regular opportunities to work in the laboratory from Year 3. They undertake structured practical activities which develop their scientific investigative skills effectively. The development of critical thinking is central to their collection and analysis of experimental data.

For development:

- Deepen students' understanding of the scientific method through independent research.

Learning Skills

	Foundation Stage	Primary
Learning skills	Outstanding	Outstanding ↑

- Children in the Foundation Stage are fully engaged in all lessons. They take responsibility for their learning and display the capacity for independent learning. Across both phases, students' high-quality learning skills underpin the rapid progress they make in English, mathematics and science. They have fewer opportunities to apply these skills in Islamic education and Arabic.
- In most lessons, students are keen learners who start tasks promptly. They sustain concentration and willingly persevere with tasks without direct supervision. They interact and collaborate with their peers very sensibly. When given the opportunity, they communicate their learning very clearly and maturely.
- Students make relevant links between subjects and make connections between their studies and the outside world. Most are creative, reflective learners who display advanced critical thinking and enquiry skills. Almost all students are competent in the use of technology to support their learning.

For development:

- Ensure that full use is made of students' highly-developed learning skills in all subjects.

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

	Foundation Stage	Primary
Personal development	Outstanding	Outstanding

- Students in all year groups have very positive attitudes and show great responsibility to the school community. Strong relationships with teachers mean that they are confident in expressing their views. They actively seek feedback about their work and respond positively to it.
- Exemplary behaviour contributes to the school's calm and purposeful atmosphere. Students work collaboratively in lessons, respecting and valuing each other's work. They are consistently self-disciplined and show a strong work ethic.
- Students have a mature understanding of healthy lifestyles and the benefits of healthy eating and regular exercise. Many are engaged in after-school activities and competitive team sports. Their regular attendance and punctuality reflect their high sense of responsibility.

	Foundation Stage	Primary
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding ↑	Outstanding ↑

- Across the school, students demonstrate an appreciation of Islamic values. They clearly understand how these values influence many aspects of life in the UAE. They talk about tolerance and giving in the UAE and explain how all people are respected and treated equally.
- In both phases, students are respectful of Emirati heritage and culture. Their appreciation is evident in their active participation in a variety of school activities and celebrations, including National Day and Martyrs' Day.
- Students have very good knowledge and understanding of their own cultures. They recognise Dubai's multicultural society and enjoy friendships with students from different parts of the world. They talk knowledgeably about the art, languages and history of cultures other than their own.

	Foundation Stage	Primary
Social responsibility and innovation skills	Outstanding	Outstanding

- Students make a significant contribution to the school. They show care and consideration for others and perform successful roles as school councillors, house captains and student leaders. They frequently suggest ideas to support improvement in many areas of school life.
- Students work hard in lessons. They are highly resourceful and creative. They initiate and organise innovative projects and enterprise activities, in which they raise funds to support the local and wider community.
- Students of all ages have a deep understanding of environmental issues as a result of a curricular focus this year. They have introduced many projects to care for their own school environment, such as recycling and extending the green areas.

3. Teaching and assessment

	Foundation Stage	Primary
Teaching for effective learning	Outstanding	Very good

- In the Foundation Stage, most teachers have strong knowledge of how young children learn. Skilful planning motivates children and helps them make progress and develop their basic skills very effectively. Most teachers in the primary phase make excellent use of their subject knowledge to plan imaginative and inspiring lessons.
- Teachers make excellent use of searching questioning to encourage higher-order thinking. This often leads to high-level discussions between teachers and students. An excellent use is made of time and resources to support learning.
- The provision of professional coaching is enhancing teachers' skills and promoting a wide range of teaching approaches. While these are having a significant impact on students' progress in many subjects, they are having less effect in Islamic education and Arabic.

	Foundation Stage	Primary
Assessment	Outstanding	Outstanding ↑

- The school's regular internal assessments of students' attainment and progress produce accurate and coherent information, which is closely aligned with the school's curriculum. Recent improvements in Islamic education and Arabic provide more accurate information on students' progress.
- External assessment data is analysed thoroughly, interpreted accurately and used very effectively by teachers to modify the curriculum and plan lessons. Through regular meetings, leaders and teachers carefully monitor students' progress in order to identify under-performance at an early stage.
- In the Foundation Stage, ongoing checks of children's learning guide teachers' daily planning and the organisation of activities. Similarly, in the primary phase, most teachers routinely assess students' progress during lessons and intervene where necessary to ensure that learning is sustained.

For development:

- Ensure that students consistently experience the same quality of teaching in Islamic education and Arabic as they do in most other subjects.

4. Curriculum

	Foundation Stage	Primary
Curriculum design and implementation	Outstanding	Outstanding

- The school's well-designed concept curriculum is highly effective in developing students' skills, knowledge and understanding. The imaginative curriculum in the Foundation Stage promotes outstanding progress. However, there is an occasional over-emphasis on adult-led learning activities, and the curriculum-related vocabulary is not always appropriate for young children.
- Students are provided with many opportunities to make choices, both within lessons and in the many extra-curricular activities. Well-planned links between subjects enable learning to be transferred to new situations. The curriculum provides many opportunities for independent learning, research and critical thinking.
- The curriculum has been enhanced by the recently-opened innovation laboratory. This is having a significant impact on students' digital skills and their use of technology to support learning. Lessons in the laboratory are encouraging students to view and solve problems in different ways.
- Moral education is taught from Years 2 to 6. It is taught in English by class teachers, using a range of appropriate resources.

	Foundation Stage	Primary
Curriculum adaptation	Outstanding	Outstanding

- The curriculum is very effectively planned to meet the personal and academic needs of all groups of students. Students of determination and those with differing learning needs are fully engaged and challenged. The curriculum in the Foundation Stage is modified effectively to meet the needs of young children.
- Students are provided with a curriculum that is practical and innovative. They have many opportunities to engage in activities which effectively promote enterprise, innovation and creativity. An extensive range of extra-curricular activities enhances and supports students' personal, social and physical development.
- The curriculum includes programmes and events that enable students to gain an excellent understanding of the values, culture and heritage of Dubai and the UAE. These are well-integrated across subjects as well as within social studies and Islamic education.
- Arabic is offered, as an enrichment to the curriculum, for 40 minutes each week in Foundation Stage 1 and for 60 minutes each week in Foundation Stage 2.

For development:

- Ensure that in the Foundation Stage, the language used in reviewing curriculum goals with children is not too abstract.

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

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

- Robust safeguarding systems, in almost all respects, ensure the safety and well-being of students and staff. All staff receive safeguarding and child protection training on a regular basis. All necessary steps are taken to protect students from any form of abuse.
- The school facilities, installations and services are clean, hygienic and of high quality. Comprehensive records are kept of the actions taken to repair any deficiencies identified in the regular checks of the premises. All medical records are stored securely.
- The specialist learning spaces provide excellent learning environments. Healthy living is promoted systematically and is supported by the use of high-quality sports facilities. Security and supervision levels throughout the campus and on school transport are very high.

	Foundation Stage	Primary
Care and support	Outstanding	Outstanding

- The relationships between staff and students are exemplary, and the school is a vibrant, caring and harmonious learning community. The high expectations of behaviour are met very successfully by the school community. Efficient strategies ensure the promotion of very good attendance and punctuality.
- Rigorous assessment procedures accurately identify students of determination and those who have particular learning needs. Students receive high-quality support and interventions enabling them to make rapid progress in most areas of their work across the curriculum.
- Students regularly access a range of informative academic support and advice. Senior leaders, class teachers, the clinic and the achievement centre provide expert physical and pastoral guidance. Carefully-planned transition arrangements provide older students with experience of the next stage of their education.

For development:

- Ensure that the system for contacting parents when a student is absent includes a parental response.

Inclusion of students of determination

Provision and outcomes for students of determination

Outstanding

- This is a highly inclusive school. School leaders and governors are fully committed to ensuring that the school provides access and well-resourced provision for students of determination. The achievement centre team is exceptionally well led by the experienced school inclusion co-ordinator.
- Systems to identify students who require additional support are highly effective and include a range of assessments from outside specialists. The school responds to this information with thorough and comprehensive intervention programmes. These enable students to make impressive levels of progress, both academically and personally.
- Relationships with parents are very positive. Parents receive regular reports on their children's progress and feel well-supported by the inclusion team. All parents interviewed spoke of the high quality of support provided for their children.
- Individual education plans (IEPs) focus well on the student's specific prime need. Clear areas for support are identified towards learning goals that are discussed and agreed on with parents and older students. In a few lessons, teachers do not sufficiently refer to these when planning learning activities for individual students.
- Overall, students of determination receive high quality support from teachers, learning support assistants and the specialist inclusion team. As a result, they make excellent progress in their personal, emotional, social and academic development.

For development:

- Ensure that in planning learning activities for students of determination, all teachers make reference to the IEPs.

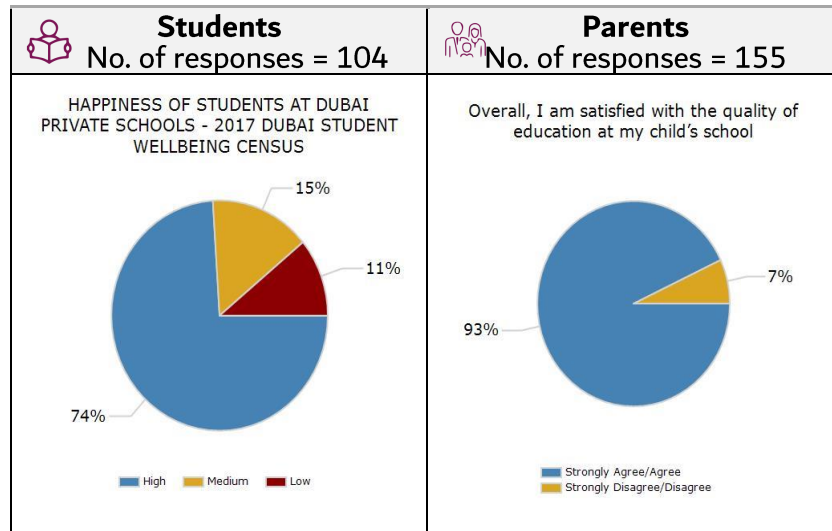
6. Leadership and management



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

- The highly-effective leadership, at all levels, ensures that concern for the all-round development of students is at the heart of this outstanding school. All are fully committed to inclusion and the achievement of the National Agenda objectives. The promotion of innovation and creativity permeates all aspects of the life of this welcoming and outward-looking school.
- Rigorous self-evaluation provides leaders with an accurate picture of the impact of the school's provision on students' academic and personal development. Leaders, staff, governors, parents and students all play a part in self-evaluation. The particularly well-constructed school and subject action plans enable leaders to accurately evaluate the success of initiatives. The recommendations of the previous inspection report have been successfully addressed.
- Parents are active partners in their children's learning journeys. Parents receive regular reports and frequent informal updates that keep them well-informed of their children's academic progress and personal development. The school encourages and values parental involvement. There are strong links with the local and wider communities that enhance the learning of all students.
- Governors are rigorous in holding leaders to account. The school is exceptionally well-resourced, and governors support leaders in recruiting well-qualified staff. The local advisory board has recently been extended to increase parental representation and to include members with business and educational expertise. All share a strong commitment to inclusion and fully support the ongoing drive to improve outcomes in Arabic.
- The school is well-staffed and runs smoothly on a day-to-day basis. All teachers are suitably qualified and are well-supported by ongoing professional training and coaching. High quality specialist learning facilities are available across many curricular areas. An excellent range of resources is provided to support teaching and learning across the school, particularly in developing the potential of digital technology to support learning.

The Views of Parents and Students

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



 Students	<ul style="list-style-type: none"> Most students report that they feel a strong sense of belonging and that they are safe at school. The measures of self-worth, optimism and happiness in the survey report are above the Dubai averages. According to the survey, students in this school have healthier diets than the Dubai average and generally have healthier lifestyles.
 Parents	<ul style="list-style-type: none"> Parents are overwhelmingly positive about every aspect of the school. They are very satisfied with the quality of education, care and safety. Almost all parents are very pleased with the way in which school leaders listen to their views and with the information they receive on their children's progress. Parents recognise that this is an inclusive school and that their children are progressing well. Inspection findings are consistent with these views.

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