INSPECTION REPORT

2022-2023

DUBAI SCHOLARS PRIVATE SCHOOL

UK CURRICULUM

GOOD

CONTENTS

SCHOOL INFORMATION

GENERAL INFORMATION

Location	Al Qusais
Opening year of School	1976
Website	www.dubaischolars.com
Telephone	+97147069000
Principal	Aparna Verma
Principal - Date appointed	9/1/2008
Language of Instruction	English
Inspection Dates	09 to 13 October 2022

STUDENTS

Gender of students	Boys and girls
Age range	3-18
Grades or year groups	FS1 to Year 13
Number of students on roll	2353
Number of Emirati students	0
Number of students of determination	75
Largest nationality group of students	Indian

TEACHERS

Number of teachers	150
Largest nationality group of teachers	Indian
Number of teaching assistants	25
Teacher-student ratio	1:17
Number of guidance counsellors	1
Teacher turnover	17

CURRICULUM

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

School Journey for DUBAI SCHOLARS PRIVATE SCHOOL

Outstanding | Very Good | Good | Acceptable | Weak | Very Weak

2011-2012 2012-2013 2013-2014 2014-2015 2015-2016 2016-2017 2017-2018 2018-2019 2019-2020 2022-2023
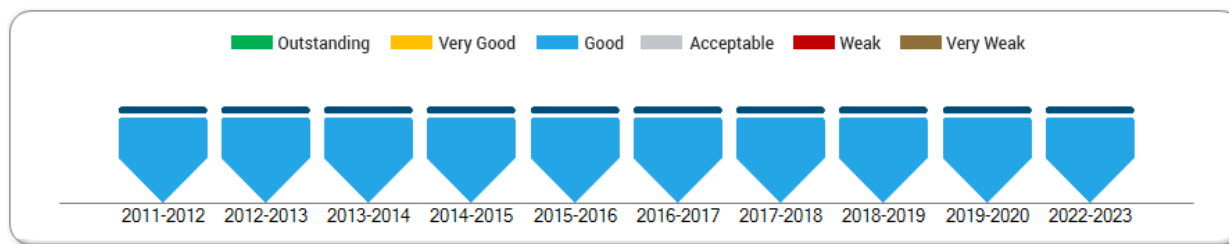
Summary of Inspection Findings 2022-2023

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	• Achievement across the school has been maintained at very high levels. Students' progress has improved in Arabic in Secondary and in mathematics in Post-16. In the Foundation Stage (FS), because rates of progress are very high, good attainment has been sustained in English, mathematics and science. Students' learning skills are very strong across the school. • Students' personal and social development, their understanding of Islamic values and Emirati culture and their social responsibility and innovation skills are outstanding. In FS, children consistently display exceptional confidence, articulation, resilience and responsibility. Members of the student council are resourceful, innovative and creative, and support projects that include volunteering for charitable organisations.
PROVISION FOR LEARNERS	• Teachers are committed to improving learning programmes and are eager to meet the diverse needs of all students in their classes. Increasingly, teaching strategies engage students in meaningful discussions and reflection. Assessment systems are coherent and well linked to the curriculum standards. Data from internal curriculum-aligned assessments and external benchmarking assessments enable the accurate monitoring of students' progress. Information from all sources is analysed and used effectively in nearly all subjects • The curriculum has a clear rationale, following the English National Curriculum. In FS, the curriculum is evolving to meet the requirements of the changes made to the Early Years Foundation Stage framework. An extensive range of opportunities enhances students' personal and emotional development. Extra-curricular activities and external competitions give opportunities for students to demonstrate their innovation and enterprise skills, talents and abilities. • A comprehensive child protection and safeguarding policy is in place. Very good systems ensure a safe, secure and hygienic environment. The school's promotion of healthy living is assisted very professionally by the medical team. Relationships between students and teachers show mutual respect and empathy. Leaders promote positive behaviour. Students' wellbeing is at the heart of all interactions and activities.
LEADERSHIP AND MANAGEMENT	• The well-established principal sustains a purposeful learning community for students and staff. All leaders are held to account for students' learning outcomes. Systematic improvement of the outcomes through the setting of realistic, specific and measurable performance indicators is at the core of the improvement planning processes. There have been significant improvements to the accommodation and facilities.

The Best Features of The School:

- The outstanding personal development of all students and their awareness and understanding of Islamic values

- Leaders' vision to improve learning in this inclusive learning community

- The initiative and commitment of the governing body in developing the facilities to enhance the learning environment

- Parents' overwhelming support for the school and its reputation in the community.

Key Recommendations:

- Raise students' attainment and progress in Arabic as an additional language by:
  - improving teaching and assessments of learning
  - developing the skills of middle leaders to enhance their understanding of best practices in teaching and assessment.

- Improve the quality of teaching by:
  - regularly evaluating its quality and its impact on outcomes
  - using assessment information consistently to improve attainment through personalised learning programmes
  - extending students' critical thinking and independent learning skills.

Overall School Performance

Good

1. Students' Achievement

		Foundation Stage	Primary	Secondary	Post-16
Islamic Education	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Acceptable	Good	Good
Arabic as a First Language	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
Arabic as an Additional Language	Attainment	Not applicable	Weak ↓	Weak ↓	Not applicable
	Progress	Not applicable	Acceptable	Acceptable ↑	Not applicable
English	Attainment	Good ↓	Very good	Very good	Not applicable
	Progress	Very good	Very good	Very good	Not applicable
Mathematics	Attainment	Good ↓	Very good	Very good	Very good ↑
	Progress	Very good	Very good	Very good	Very good ↑
Science	Attainment	Good ↓	Very good	Very good ↓	Very good
	Progress	Very good	Very good	Very good	Very good

	Foundation Stage	Primary	Secondary	Post-16
Learning skills	Very good	Very good ↑	Very good	Very good

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

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Outstanding	Outstanding	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding ⬆	Outstanding	Outstanding	Outstanding
Social responsibility and innovation skills	Outstanding ⬆	Outstanding	Outstanding	Outstanding

3. Teaching and assessment

	Foundation Stage	Primary	Secondary	Post-16
Teaching for effective learning	Good ⬇	Good	Good	Very good ⬆
Assessment	Good ⬇	Good	Good	Good

4. Curriculum

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Good ⬇	Very good	Very good	Very good
Curriculum adaptation	Good ⬇	Very good	Very good	Very good

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

	Foundation Stage	Primary	Secondary	Post-16
Health and safety, including arrangements for child protection/ safeguarding	Very good	Very good	Very good	Very good
Care and support	Very good	Very good	Very good	Very good

6. Leadership and management

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

- The school fully meets the registration requirements of the National Agenda Parameter (NAP) for the academic year 2022-2023. In the most recent TIMSS and PISA assessments, outcomes did not meet all the school's targets. Students' performance in the NAP assessments remains broadly in line with the results from previous tests. Students attained the 'high' benchmark in TIMSS 2019.

	Whole school
Leadership: data analysis and curricular adaptation	above expectations

- Leaders at all levels support the vision and goals of the National Agenda. The school's National Agenda action plan clearly identifies and emphasises key areas for improvement. It recognises the training needs to improve teachers' awareness and skills in using the benchmarked data. The introduction of the New Graded Reading Test (NGRT) has begun to enhance students' reading comprehension skills.

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

- Most students are reading at the expected levels for their ages. Some teachers do not sufficiently enable students to build their skills by offering constructive feedback or by deepening their understanding.

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

For Development:

- Ensure that all teachers are fully trained to enable students to build their skills of reading for understanding and purpose.

- Ensure that all teachers understand how to interpret information from external assessments and use it effectively to increase reading opportunities in lessons.

Wellbeing

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

- The school's vision focuses upon the social, intellectual, emotional and moral development of the whole child. This is echoed through the school's classrooms and corridors. The governing board and senior leaders have made wellbeing a priority. A designated governor has been appointed. The school collects data and undertakes analysis on an on-going basis. Ensuring accessible and impactful use of data is an important next step. The management of day-to-day school routines informs the development of the whole-school approach to wellbeing.

- Teachers are aware of the needs of their students. The relationship between teachers and students is a strong feature. Wellbeing posters offering relevant advice are strategically placed around the school. Qualified, trained and trusted adults provide significant personal and academic guidance about career choices and further education. Support for individual staff members is provided as needed. Parents value staff for their care and support and take advantage of opportunities to provide feedback on wellbeing.

- The school has a diverse range of programmes to support and develop the wellbeing of students. Planning for students' individual needs is carefully recorded. Mindful Mondays and Wellbeing Wednesdays show a commitment to raising awareness of wellbeing. A wellbeing session is included in class assemblies. Activities in several departments facilitate cross-curricular planning and students' participation. The wellbeing champion organises valuable online and face-to-face sessions. Students demonstrate positive and responsible attitudes towards one another. Students enjoy the absence of bullying and feel safe at school.

UAE social studies and Moral Education

- Social studies and moral education are taught throughout the school, in English, until the end of Secondary. In Post-16, moral education is integrated into the curriculum. It complies with all the regulations as laid out by the Ministry of Education.

- The curriculum, teaching and assessment, in both subjects, are highly effective in promoting discussion about global perspectives. They promote and develop students' reasoning and analytical skills, which they can then apply to other areas of study. Social studies and moral education are highly successful aspects of the school's provision.

Main Inspection Report

1. Students' Achievement

Islamic Education

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Not applicable	Good	Good	Good
Progress	Not applicable	Acceptable	Good	Good

- Students in Primary understand the application of the Holy Qur'an and Sunna. Secondary students know the classifications of Hadeeths. Those in the Post-16 stage have a thorough understanding of stories in the Holy Qur'an and apply them to life's situations.

- Primary students understand the differences between strong and weak believers. A majority reflect and connect the Pillars of Faith to belief in the messengers of Allah. Older students debate issues such as the role of women in Islam. Most students' recitation and memorisation skills are underdeveloped.

- The new initiative to improve students' recitation skills has yet to show results. Most students are unable to apply the rules or improve the articulation points of letters.

For Development:
- Ensure the development of understanding and application of Tajweed rules during the recitation of verses from the Holy Qur'an.
- Ensure that students support their opinions with evidence from the Holy Qur'an, Hadeeth and Seerah.

Arabic as an Additional Language

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Not applicable	Weak ⬇	Weak ⬇	Not applicable
Progress	Not applicable	Acceptable	Acceptable ⬆	Not applicable

- Most students understand a limited range of familiar words and expressions. A majority of students in Primary and Secondary read and understand short, simple texts using a dictionary. Speaking and independent writing skills are underdeveloped. Internal assessment data show higher performance than what is evident in the classrooms and workbooks.

- Most Primary students can write the letters missing from words and the short and long sounds. A majority read and identify familiar words and compose short, simple texts on familiar topics. Secondary students can express their opinions when speaking, using familiar sentence structures.

- The school's provision of Arabic books and digital resources encourages reading, but the impact is yet to be seen in engaging students in reading outside the classroom.

For Development:
- Raise teachers' expectations and develop the skills of speaking, reading and writing.
- Ensure that teachers assess learning accurately.
- Design lessons that meet individual needs and are in line with the curriculum expectations for the years of study of Arabic as an additional language.

English

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Good ⬇	Very good	Very good	Not applicable
Progress	Very good	Very good	Very good	Not applicable

- Across all phases, students make significant progress in their language skills. The development of writing skills is stronger in Secondary. Children in FS accelerate their progress in speaking and listening. The overall quality of communication skills is more consistent in the secondary stage.

- Speaking is a strength across all stages. Reading is the weakest skill. In Secondary, the quality of writing creatively and for a purpose is very high. This is the result of students' persistence and teachers' effective modelling and direction.

- Writing skills are developing better than reading skills. However, students show improved capacity to answer inferential questions effectively, particularly in Secondary.

For Development:

- Develop the skills of reading for purpose and for pleasure throughout the school.

Mathematics

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Good ⬇	Very good	Very good	Very good ⬆
Progress	Very good	Very good	Very good	Very good ⬆

- In FS, a majority of children attains at levels that are above the curriculum standards. In the other phases, students' achievement is stronger, as indicated by the successful outcomes in external examinations.

- A key ingredient of the success is the focus on number in the formative years. The mathematical skills students acquire at a young age are then developed successfully as they progress. They fully understand how to apply these skills to the solution of real-life problems.

- The focus on the understanding of mathematical language is now raising students' attainment. This knowledge makes it much easier for students to understand problems and identify the correct operations.

For Development:

- Identify the mathematical areas that need remediation, particularly in the early stages.

Science

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Good ⬇	Very good	Very good ⬇	Very good
Progress	Very good	Very good	Very good	Very good

- The majority of children in FS and the large majority of students in all other stages make accelerated progress and attain above curriculum standards. In 2021-2022, the attainment of most students in the three sciences in IGCSE and A level examinations is above expected standards.

- Most students across all stages enjoy practical activities. In the lower primary classes, students are less confident when carrying out practical investigations, especially if their teachers do not model the tasks effectively.

- Students have improved their use of scientific vocabulary. Younger students enjoy learning new words and use dictionaries to seek out their meanings. Older students are skilled in using on-line resources to find information and extend the details in their own notes.

For Development:
- Ensure that students in the lower primary classes can follow simple standard procedures to carry out valid investigations.

Learning Skills

	Foundation Stage	Primary	Secondary	Post-16
Learning skills	Very good	Very good ⬆	Very good	Very good

- Students across the school demonstrate genuine engagement in learning. In the primary phase, there is a clear trend to improve meaningful interactions and purposeful collaboration. In FS and Secondary, students have greater opportunities to engage in self-directed learning.

- Students are very proficient when communicating their learning. They use learning technologies effectively. In the best lessons, they display critical thinking and problem-solving skills as key features of their learning.

- Since the previous inspection, students' independent learning skills, particularly their research skills, are developing well in most subjects. Students regularly discuss what they are learning, strengthening their depth of knowledge and their argumentative skills. The efforts to improve students' learning skills in the primary phase have been successful.

For Development:
- Strengthen students' learning skills across the school by offering them more opportunities to take learning into their own hands.

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

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- Personal development is a strength across the phases. Students are consistently self-disciplined. Their behaviour, attitudes to work and relationships are exemplary. They respond very well to critical feedback and have a compelling sense of personal responsibility for their own learning.

- Students are sensitive to the needs of others. They are willing to take responsibilities to support one another in lessons and outside the classrooms. They are aware of the importance of maintaining healthy lifestyles. They participate in a range of sporting activities inside and outside the school.

- There are gaps in attendance, particularly in FS. However, parents make sure that their children arrive on time and are ready for learning.

	Foundation Stage	Primary	Secondary	Post-16
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding ⬆	Outstanding	Outstanding	Outstanding

- Students have excellent appreciation and understanding of how Islamic values influence contemporary UAE society. They greatly appreciate the Emirati sense of tolerance, kindness and diversity. Students conscientiously put into practice Islamic values, such as charity work during Ramadan.

- Students are knowledgeable about and appreciative of the heritage and culture of the UAE. They are well aware of the Emirates' history from nomadic life to modernity after the discovery of oil. They sing the national anthem respectfully and celebrate National Day and Flag Day.

- Students are proud of their heritage. Those with wider circles of friends appreciate international heritage in music, dance, festivals, food and dress. Others visit the Global Village to observe the richness of different cultures there.

	Foundation Stage	Primary	Secondary	Post-16
Social responsibility and innovation skills	Outstanding ⬆	Outstanding	Outstanding	Outstanding

- Students in all stages contribute actively to the life of the school. In the primary, secondary and post-16 phases, they engage in charitable activities to support those in need. Throughout the school, they show care and respect for others, especially for students of determination.

- Students' approach to work is exemplary. Members of the student council are resourceful, innovative and creative. They engage in a range of social initiatives and support projects that include volunteering for charitable organisations. Students show their confidence by initiating and managing socially responsible projects.

- Students care for their school. Some have created class gardens. Students are engaged in environmentally sustainable projects, including recycling a range of materials, some of which can be transformed into clothes. They are deeply committed to a sustainable future.

For Development:
- Improve attendance in all phases, particularly in FS.

3. Teaching and assessment

	Foundation Stage	Primary	Secondary	Post-16
Teaching for effective learning	Good ⬇	Good	Good	Very good ⬆

- Teachers consistently apply their subject knowledge. In the best lessons, they provide motivating learning environments and use resources skilfully to facilitate learning, particularly in the post-16 phase and in social studies. They use effective strategies to meet the individual needs of students, but less so in FS.

- Most teachers encourage collaboration and problem-solving. They provide opportunities for students to engage in independent learning, most consistently in the post-16 phase. Teachers' questioning and dialogue skills vary in quality. Some do not provide consistent feedback for students to consider their next steps in learning.

- Teachers' time management skills and the levels of challenge offered to students have improved, although less noticeably in Arabic. Planning is now more consistent, but lesson implementation is not always well aligned to the written plans.

	Foundation Stage	Primary	Secondary	Post-16
Assessment	Good ⬇	Good	Good	Good

- Assessment systems are coherent and linked to the curriculum standards. The analysis of data from internal and external assessments enables the monitoring of students' progress. The data are not fully analysed or used effectively in all subjects.

- The analysis of data by almost all leaders has enabled the school to identify gaps in students' knowledge. The resultant adaptations made to the curriculum ensure that students are better prepared for external assessments.

- Some teachers do not use progress information effectively to provide activities that are closely matched to their students' abilities. Teachers' questioning does not always provide time for students to think critically or to evaluate others' ideas.

For Development:

- Share best practices in teaching and clarify for students the next steps in their learning.

- Ensure that teachers of Arabic use the information they have more effectively to plan learning activities that are more precisely matched to the abilities and needs of their students.

4. Curriculum

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Good ⬇	Very good	Very good	Very good

- The curriculum has a clear rationale. It follows the English National Curriculum and includes schemes of work which target external examinations. In FS, the curriculum is evolving to meet the requirements of the changes made to the English Early Years Foundation Stage framework.

- Planning ensures continuity and progression as students move through the key stages. Assessment data move with students to ensure that their individual needs are being met as they embark on the next stages of their education.

- Curriculum leaders are proactive. They conduct regular reviews to refine provision. One successful outcome of this is the broadened range of subject choices for Post-16 students. Students are now able to choose options of a vocational nature or from the arts.

	Foundation Stage	Primary	Secondary	Post-16
Curriculum adaptation	Good ⬇	Very good	Very good	Very good

- Curriculum adaptation is based on the outcomes of data analysis and the needs of the students. It is stronger in Primary and Secondary than in FS, as leaders have more external data to consider.

- The curriculum provides an extensive range of opportunities to enhance students' personal and emotional development. Extra-curricular activities and external competitions offer students opportunities to demonstrate their innovation and enterprise skills, talents and abilities.

- A real strength of the school is the UAE social studies programme. It is highly successful in increasing students' awareness and understanding of UAE culture and other global issues. Consequently, students are more enlightened about the world around them.

- Children in FS do not study Arabic.

For Development:

- Ensure that the curriculum in Arabic is adapted to the same extent as it is in the other subjects.

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

	Foundation Stage	Primary	Secondary	Post-16
Health and safety, including arrangements for child protection / safeguarding	Very good	Very good	Very good	Very good

- A comprehensive child protection and safeguarding policy is in place. All staff receive training on the correct protocols to be used in the event of a disclosure. With the support of the student council, the school protects students from bullying.

- Very good systems are in place to ensure a safe, secure and hygienic environment. Safety checks and risk management of proposed activities are carried out. The school transport system is managed very effectively. The school meets all regulatory and statutory requirements.

- The school premises and equipment are maintained to very high standards. All medical records are securely maintained in the clinic. The medical team effectively promotes healthy living in collaboration with colleagues throughout the school. Healthy food options are available in the canteen.

	Foundation Stage	Primary	Secondary	Post-16
Care and support	Very good	Very good	Very good	Very good

- This inclusive school clearly embodies its core values. An atmosphere of mutual respect and understanding secures a positive learning environment for all. Systems for promoting attendance and punctuality continue to develop.

- Processes for the identification of students of determination are implemented. The process of identifying students with gifts and talents is currently under review. The support for these students continues, enabling them to achieve their personal best in areas such as music and dance.

- Despite the increasing numbers, the school effectively supports students' wellbeing. However, additional demands for the service may place this provision under pressure. Older students receive high-quality individual advice and guidance about career choices and further educational pathways.

For Development:
- Secure additional qualified counsellors to meet students' counselling and pastoral care needs.

Inclusion of students of determination

Provision and outcomes for students of determination	Good

- The governor for inclusive education, the inclusion champion and the inclusion support team collaborate to carry out the school's vision, which is to promote an inclusive ethos and to welcome students of determination. This results in the creation of a diverse school population.

- Procedures on entry, in FS and in classes are constantly applied, ensuring that accurate identification occurs within appropriate time frames. These actions lead to effective interventions.

- The school keeps parents well informed of their children's progress, formally and informally. Teachers are responsive to the challenges experienced by the majority of students and their families.

- Curriculum planning is appropriately modified, ensuring that students of determination are engaged in learning. Adaptations have yet to be implemented consistently across the school. Personal support for students of determination is focused and promotes the development of resilience and confidence.

- Students of determination contribute to the design of their educational programmes. Consequently, the majority display positive and responsible attitudes.

For Development:
- Consistently modify the curriculum and provide appropriate differentiation in classes for all students of determination.

6. Leadership and management

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

- The well-established principal sustains a purposeful learning community for students and staff. The most able leaders have ample opportunities to demonstrate their expertise and effectiveness. Leadership is appropriately distributed to ensure that almost all middle leaders can continue to support students to achieve high academic and personal standards. Senior leaders hold all post holders to account for students' learning outcomes and demand the attainment of high standards.

- Systematic improvement of the learning outcomes through the setting of realistic, specific and measurable performance indicators is at the core of the improvement planning processes. Nearly all middle leaders ensure consistent approaches to the monitoring of students' progress. The school recognises that it has not been able to bring about sufficient improvement in the quality of teaching. Consequently, senior leaders have adjusted judgements in their realistic self-evaluation.

- Parents are involved through the parent council, year group representation and the FS child focused events. They have an input to the moral education programme. Parents extol the effectiveness of the school's increasingly digital communications and the fact that teachers and leaders are highly accessible. They express satisfaction with the quality and regularity of formal written reports and the informal feedback on their children's progress. Parents of older students praise the school's links with prestigious overseas universities and colleges.

- Governance includes representation from parents and most other stakeholders. The school board regularly seeks feedback from a wide range of school community groups, students among them. Members have considerable knowledge of the school, its areas of strength and those requiring development. They systematically monitor the school's performance, hold senior leaders to account and are effective critical friends. The school board has provided improved facilities to cater for increased student numbers and a broadening curriculum.

- Significant improvements to the learning environment are highly evident in the new classroom blocks, laboratories, study facilities and all-weather playing surfaces. School leaders have overseen considerable renovation of older teaching areas and have created enlarged and better ventilated classrooms. Teachers and leaders continue to benefit from relevant high-quality professional training, some of which is nationally accredited. Leaders continue to invest in learning technologies to support students' acquisition of independent learning skills.

For Development:

- Ensure that all leaders have an accurate understanding of what needs to be done to improve the school and students' outcomes.

- Ensure that all leaders have the capacity to evaluate the quality of teaching accurately, through its impact on students' attainment.

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**