

GOOD





























INSPECTION REPORT

RUSSIAN CURRICULUM

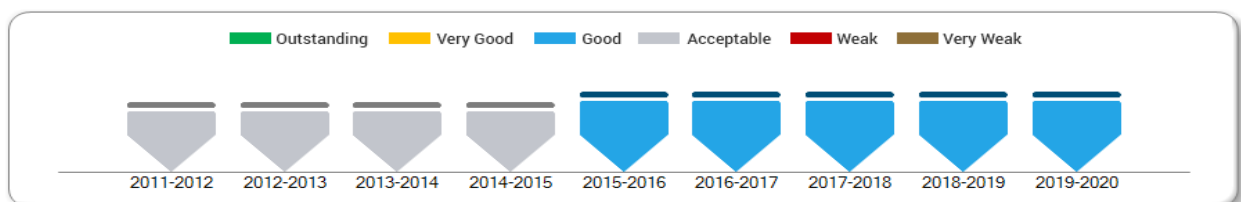
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School Information

General Information	 Location	Muhaisnah 4
	 Opening year of School	2006
	 Website	www.dubairuschool.com
	 Telephone	04-264-1515
	 Principal	Marina Khalikova
	 Principal - Date appointed	8/3/2014
	 Language of Instruction	Russian
	 Inspection Dates	25 to 28 November 2019
Students	 Gender of students	Boys and girls
	 Age range	4 to 18
	 Grades or year groups	KG 1 to Grade 11
	 Number of students on roll	227
	 Number of Emirati students	0
	 Number of students of determination	15
	 Largest nationality group of students	Russian
Teachers	 Number of teachers	29
	 Largest nationality group of teachers	Russian
	 Number of teaching assistants	2
	 Teacher-student ratio	1:8
	 Number of guidance counsellors	10
	 Teacher turnover	10%
Curriculum	 Educational Permit/ License	Russian
	 Main Curriculum	Russian
	 External Tests and Examinations	Volgograd
	 Accreditation	Volgograd
	 National Agenda Benchmark Tests	IBT CAT4

School Journey for RUSSIAN INTERNATIONAL SCHOOL



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.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Students' Outcomes</p>	<ul style="list-style-type: none"> Students' attainment is strongest in Russian, mathematics and science. Attainment in Islamic education and Arabic is acceptable. Students in Grades 1 to 11 demonstrate very good learning skills across different subjects. Children in the Kindergarten (KG) have good learning skills and achieve good outcomes in all key subjects. Children in the KG show improved attitudes and behaviour, which are now very good in all phases. Students' collective awareness of Islamic values and their understanding of Emirati culture remain good. Their skills for innovating and taking social responsibility are good in the KG and very good across other phases.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Provision for learners</p>	<ul style="list-style-type: none"> The quality of teaching is good overall and very good in the secondary phase. Teachers demonstrate strong knowledge of their subjects, and most understand how students learn at different ages. Assessments of learning are accurate in most subjects, but the school's use of information from assessments is inconsistent. This means that improvement plans are less than secure in some subjects and phases. The school successfully delivers a Russian curriculum that is compliant with the requirements of Volgograd and the UAE, except for a shortfall in time for moral education in some grades. It is enriched to include English lessons across other subjects. Many extra-curricular activities give students challenging opportunities. Skilful adaptation of the curriculum in most subjects allows the majority of students to make better than expected progress. The school remains a secure and happy place for students, staff and parents. The new school transport service has improved safety measures. There is broad support for students of all abilities, including those of determination and those with gifts and talents. The school is inclusive. Older students receive appropriate guidance for further and higher education, and for careers.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Leadership and management</p>	<ul style="list-style-type: none"> There are clear improvements in the school since the previous inspection. Adaptations to the curriculum are in place in the KG. The attainment of students studying secondary level mathematics has improved, as has the social development of children in the KG and students in primary phase.

The best features of the school:

- The largely good achievements of students, based upon their very good learning skills
- Students' good or better personal and social development
- The good quality of the curriculum, teaching and assessment of learning
- The overall good quality of leadership of the school









Key Recommendations:

- Improve the progress of students studying Islamic education and Arabic as an additional language, so that outcomes are good against the UAE Ministry of Education (MoE) curriculum standards in all phases.
- Share assessment information so that all teachers and leaders know how well students are achieving and can take necessary actions.
- Improve the safety of students by complying with all regulations for emergency evacuation of the building.
- Ensure that governors are aware of the recommendations contained in this report, and that they monitor the school's progress towards meeting them.

Overall School Performance

Good

1. Students' Achievements

		KG	Primary	Middle	Secondary
 Islamic Education	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable	Acceptable
 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	Acceptable	Acceptable	Not applicable
	Progress	Not applicable	Acceptable	Acceptable	Not applicable
 Russian Language	Attainment	Good	Very good	Very good	Outstanding
	Progress	Good	Very good	Very good	Outstanding
 English	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
 Mathematics	Attainment	Good	Very good	Good	Very good ↑
	Progress	Good	Very good	Good	Very good
 Science	Attainment	Good	Good	Very good	Very good
	Progress	Good	Good	Very good	Very good
 UAE Social Studies	Attainment	Good			

	KG	Primary	Middle	Secondary
Learning skills	Good	Very good	Very good	Very good

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

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

3. Teaching and assessment

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

4. Curriculum

	KG	Primary	Middle	Secondary
Curriculum design and implementation	Good	Good	Very good	Very good
Curriculum adaptation	Good ↑	Good	Very good	Very good

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

	KG	Primary	Middle	Secondary
Health and safety, including arrangements for child protection and safeguarding	Good	Good	Good	Good
Care and support	Good	Good	Good	Good

6. Leadership and management

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

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

Moral education

- All teachers demonstrate secure knowledge of the MoE moral education curriculum. They plan motivating lessons that enable students to explore topics and scenarios of interest to them.
- Students' learning in moral education lessons is assessed using a wide range of on-going procedures. Students' notebooks are maintained in all classes.
- The quality of the curriculum is good. All key concepts from the UAE moral education curriculum are fully addressed. The required 40 minutes per week are not provided in all grades.

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

For Development:

- Provide opportunities for students to engage with critical thinking and problem-solving tasks in their moral education lessons.

Reading across the curriculum

- Assessments of students' reading skills from Grades 2 to 11 indicate that a large majority in each grade perform at or above grade level. The achievement levels of boys are broadly in line with those of girls, although in two grades boys outperform girls.
- In the reading and literature courses, there is a focus on reading techniques using general texts. Mathematics and science courses include the reading of technical texts.
- The school promotes the importance of reading skills as a tool for academic success through a variety of cross-curricular links and extra-curricular activities.
- School leaders are committed to developing proficient and independent readers. The school's reading policy effectively guides the development of reading in all four phases.

The school's provision for reading across the curriculum is developing.

For Development:

- Ensure coordination between different subject teachers and departments to foster the development of reading skills.
- Choose a standardised reading assessment to measure students' reading skills.

Innovation

- Teachers encourage independent, innovative learning in the upper phases, and students are responsive. Student-led clubs help to develop innovation in all phases except the KG.
- Students apply their learning to real-world contexts. They take part in Model United Nations global activities, visit industries, engage in robotics, and participate in Russian musical events.
- Apart from the introduction of new IT applications, teachers place insufficient emphasis on the development of critical thinking, problem-solving and other innovation skills.
- The curriculum has been adapted to include projects which develop aspects of innovation.
- The leaders' vision to promote innovation is shared with teachers, but not all take actions towards innovative teaching and learning. There is good capacity to innovate and improve in the school.

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

For Development:

- Increase the frequency of opportunities for students and children in the KG to engage in activities that will develop innovation.

Main Inspection Report

1. Students' Achievement

Islamic education

	KG	Primary	Middle	Secondary
Attainment	Not applicable	Acceptable	Acceptable	Acceptable
Progress	Not applicable	Acceptable	Acceptable	Acceptable

- There are some improvements in students' skills in recitation of the Holy Qur'an in the primary and middle phases. Girls outperform boys in the primary and secondary phases.
- Particularly in the middle and secondary phases, students make meaningful connections with their prior knowledge. Their application to their lives of what they learn is developing. In the secondary phase, students discuss evidence from the Holy Qur'an to demonstrate how Islam honours both the mind and the intellect.
- Recitation of the Holy Qur'an is now included in each lesson. Students recite appropriate verses, and show improvement in their recitation skills. Older students lack opportunities to work independently. At present, they do not have extended skills in discussion and debate.

For Development:

- Provide students with opportunities for discussions and debates, so that they can develop their understanding of Islamic concepts and values.

Arabic as an Additional Language

	KG	Primary	Middle	Secondary
Attainment	Not applicable	Acceptable	Acceptable	Not applicable
Progress	Not applicable	Acceptable	Acceptable	Not applicable

- Students in the primary phase are developing their language skills more slowly compared with those in the middle phase. Teachers' overuse of English in class limits students' progress.
- Students' progress in the middle phase is improving slowly. They can engage in simple conversations in familiar contexts, using appropriate vocabulary. In the primary phase, students' speaking and writing skills show some slow improvements.
- The new MoE standards are not adequately reflected in teaching materials. Progress against curriculum expectations is therefore insecure.

For Development:

- Form groups and classes based on students' years of study of Arabic.

Russian

	KG	Primary	Middle	Secondary
Attainment	Good	Very good	Very good	Outstanding
Progress	Good	Very good	Very good	Outstanding

- Strong emphasis on reading and grammar supports very good attainment in the primary and middle phases. Development of language is less secure in the KG, as opportunities for children to practise language skills outside school are often limited.
- In the secondary phase, students produce deep and insightful written and oral analyses of Russian classical literature. In the primary and middle phases, students' strong knowledge of the rules of grammar, spelling and punctuation enables them to excel in creative writing.
- In the middle and secondary phases, students have frequent opportunities to demonstrate their enquiry, research and critical thinking skills, when studying literature. They display these skills to very good effect in discussions, presentations and debates.

For Development:

- Develop inquiry, research and critical thinking skills in the KG and primary phases.
- Provide appropriate levels of challenge to enable students to progress according to their abilities.

English

	KG	Primary	Middle	Secondary
Attainment	Good	Good	Good	Good
Progress	Good	Good	Good	Good

- Across the phases, a majority of students continue to attain and to make progress above curriculum expectations. Students achieve well, even though a number recently joined the school with varying levels of English language skills.
- In the KG, children quickly develop sound reading skills. By Grade 4, students can read texts quickly, with good comprehension. By Grade 9, they speak fluently and at length in group discussions. Older students present personal research with clarity, humour and a sense of audience.
- Increasingly, students demonstrate skilful debating techniques. When given the opportunity, they can write at length. They respond well to opportunities to assess their own and others' written work. They are developing their abilities to identify what they need to do to improve.

For Development:

- In all phases, provide more frequent opportunities for extended writing for a range of purposes.

Mathematics

	KG	Primary	Middle	Secondary
Attainment	Good	Very good	Good	Very good ↑
Progress	Good	Very good	Good	Very good

- In the KG, there is insufficient use of tactile, manipulative materials to enable all children to understand some key concepts. Students in the secondary phase apply their mathematical skills effectively to solve problems.
- In the KG and primary grades, students are secure when working with numbers. They acquire basic facts about two- and three-dimensional shapes. Older students learn to use mathematical software applications appropriately. Those in the secondary phase learn how mathematical functions can relate to health and finance.
- An English language version of mathematical terms adds to students' working vocabulary. There are good links between mathematics and learning in other subjects. However, these developments are inconsistent throughout the school.

For Development:

- Give students the opportunities to apply what they learn in mathematics to their personal experiences.
- Provide more consistent links between mathematics and the other subjects studied.

Science

	KG	Primary	Middle	Secondary
Attainment	Good	Good	Very good	Very good
Progress	Good	Good	Very good	Very good

- Teaching through real-world contexts supports good attainment in the KG and primary grades. In the middle and secondary grades, very good attainment levels are built on advanced language skills which assist students to understand and engage well with the science curriculum.
- Children in the KG observe their world through experiential science. In the primary phase, students are well focused when learning about the natural world. Those in the later phases understand more complex and challenging theoretical work in physics, chemistry and biology.
- Numerous opportunities to discuss and explain science help to develop students' confidence and understanding. Insufficient opportunities to investigate and do practical work delay the development of students' investigation and enquiry skills.

For Development:

- Provide for all students regular investigative and practical experiences, built on enquiry and the scientific method.

UAE Social Studies

All phases

Attainment

Good

- Students can communicate their learning about the UAE effectively in Russian and English. They make good progress through the different topics in the social studies curriculum. A few make exceptional progress, as shown in their project work.
- Students bring considerable knowledge of the UAE to their lessons, and build upon it. They occasionally think critically about some of the issues raised in their lessons. A lack of suitable resources affects their learning in some topics.
- The school's provision for all aspects of social studies is generally appropriate.

For Development:

- Allow students to apply their critical thinking skills to topics in the social studies curriculum, especially in history.

Learning Skills

KG

Primary

Middle

Secondary

Learning skills

Good

Very good

Very good

Very good

- Students in all phases are enthusiastic learners who take responsibility for learning. Students work well together to debate, discuss and solve problems. Most demonstrate strong skills of presentation when explaining their work.
- Students make clear and meaningful connections across different subjects. They can apply knowledge to the real world, thus giving their learning greater relevance. They are intellectually curious, and enjoy opportunities for investigation and enquiry.
- Critical thinking and problem-solving are strongly evident in most subjects in the two upper phases. Research skills are well developed. Opportunities for innovation are relatively infrequent. Practical skills in science are underdeveloped.

For Development:

- Provide opportunities for students in all phases to develop stronger skills in innovation and in practical work in science.
- Ensure that students in the primary phase think critically by attempting more open-ended tasks.

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

	KG	Primary	Middle	Secondary
Personal development	Very good ↑	Very good	Very good	Very good

- Throughout the school, students are highly motivated and demonstrate exemplary behaviour. In the KG, children respond very well to the increased opportunities to collaborate when learning. Older students lead morning fitness activities and help the teachers to check attendance and punctuality.
- Relationships are very harmonious and respectful. Students are skilled in responding positively to minor issues of misbehaviour that may arise. They promote healthy and safe lifestyles across the school. They lead workshops on the dangers of bullying, including cyberbullying.
- Students are punctual to lessons. They are well-prepared and enthusiastic learners. Attendance is very good. Students recognise the need to maintain high levels of punctuality and understand that lateness to class affects learning.

	KG	Primary	Middle	Secondary
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good

- Students show secure understanding and appreciation of the values and principles of Islam. Participation in the school's tolerance campaign promotes the Islamic values of acceptance and respect.
- Throughout the school, children and students demonstrate strong understanding of Emirati culture. They can describe life in the UAE in the past, and how it has evolved over time. Students from all phases celebrate the first Emirati to travel in space.
- Students demonstrate a good understanding of their own culture. They show respect to other nationalities and different religions. They understand other cultures through daily interactions, social studies classes and the celebration of International Day.

	KG	Primary	Middle	Secondary
Social responsibility and innovation skills	Good	Very good ↑	Very good	Very good

- Students' understanding of economic and global issues is helped through participation in Model United Nations events and through links with local businesses. Students are aware of environmental issues. Most participate in cleaning-up and recycling initiatives, and try to reduce their use of plastics.
- In all phases, students engage willingly in activities that benefit the school and the wider community. Younger students are fully engaged in supporting school initiatives, such as health and safety awareness, as members of the new junior school council.
- Students maintain a very high work ethic. They volunteer to help school and community initiatives, and assist in the organisation of Russian cultural events. They use technology in their role of young reporters, or by developing novel robotic design solutions.

For Development:

- Encourage students to initiate and lead more of the opening activities in morning assemblies.

3. Teaching and assessment

	KG	Primary	Middle	Secondary
Teaching for effective learning	Good	Good	Good	Very good

- Almost all teachers have secure subject knowledge. However, their knowledge of how young people learn is not consistently as strong. Teaching is strongest in the secondary phase, where it leads to high quality outcomes in some key subjects.
- Teaching is most effective when the learning objectives are clear, when work is well matched to the needs and abilities of all students, and when questions are of high quality and individualised.
- School leaders are committed to the training of teachers in order to build greater consistency in teaching. In all phases, teachers have engaged enthusiastically in summer courses. It is too early to see the full benefits.

	KG	Primary	Middle	Secondary
Assessment	Good	Good	Good	Good

- Assessments of learning are aligned with the Volgograd educational standards. They provide valid measures of attainment and progress. Comprehensive information from assessments supports the identification of trends in achievement. Assessment procedures and the use of information generated are less developed in Islamic education and in Arabic.
- Assessment information is analysed to identify strengths and weaknesses in students' performance, and progress is tracked. Information about predicted progress is used inconsistently in the different subjects and phases. This inconsistency makes it difficult to provide work that matches all students' learning needs.
- Written comments regarding students' work are also inconsistent. These provide limited feedback on what students need to do to improve. Self-assessment is established in only some subjects. When it is in place, it allows students to reflect and to take responsibility for their learning.

For Development:

- Use information from assessments to plan tasks that consistently meet the learning needs of all students.
- Ensure that the assessment procedures used in Islamic education and Arabic are consistent with those used in other subjects.

4. Curriculum

	KG	Primary	Middle	Secondary
Curriculum design and implementation	Good	Good	Very good	Very good

- The curriculum has a clear rationale. It is aligned to both Emirati and Russian visions and requirements. Continuity ensures smooth transfer for students from one phase to another, or to and from other Russian schools. Opportunities for innovation are more evident in the middle and secondary phases.
- A range of meaningful curriculum links enhances students' transfer of learning between different subjects, for example, between Russian literature, history, music and art. The implementation of a new curriculum in the KG is partly complete.
- Review of the curricula in the primary and middle phases has had positive effects on students' learning. The implementation of the new UAE MoE curriculum for Arabic as an additional language is incomplete.

	KG	Primary	Middle	Secondary
Curriculum adaptation	Good ↑	Good	Very good	Very good

- The curriculum is adapted appropriately to meet the learning needs of most students. In the KG, the curriculum includes strong links to the science club, and increased opportunities for handicrafts. Individual needs and abilities are met in the literature club and the ecological council.
- The curriculum offers a very wide range of opportunities designed to motivate almost all students. These are more extensive in the middle and secondary phases, and include varied opportunities for enterprise, innovation, creativity and social contribution. The many extra-curricular activities provide a rich choice for students.
- Emirati traditions, culture and values are strongly integrated in the school's curriculum. At the UAE National Day assembly, senior students in national dress perform traditional dancing and singing, appropriate to their ages and understanding.
- Children in the KG are taught Arabic once per week.

For Development:

- Provide greater choices for students learning wood technology, art, cooking and poetry, based upon their interests.
- Emphasise investigation and subject integration in the curriculum in KG.

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

	KG	Primary	Middle	Secondary
Health and safety, including arrangements for child protection and safeguarding	Good	Good	Good	Good

- The school has policies and procedures in place for safeguarding students. These are clear and understood by all. Teachers and support staff receive appropriate training in child protection. Measures are taken to ensure that students are protected from all forms of abuse.
- The school premises are maintained to a good standard. The outdoor areas are not fully appropriate for safe play. The science laboratory is sometimes overcrowded. Some fire exits are locked during the school day. Supervision is effective in school and on school transport.
- There is no lift in the school. The school clinic is staffed with qualified medical personnel who promote healthy living programmes, taught to all students through different subjects.

	KG	Primary	Middle	Secondary
Care and support	Good	Good	Good	Good

- A commitment to the development of each student as a whole person is reflected in the strong relationships between students and adults. The school's systematic approach to behaviour management is known to all. Each family agrees to a behaviour contract on enrolment.
- The school supports a wide range of students of determination and those with gifts and talents. The identification of students of determination is carried out effectively. However, the different learning tasks planned for these students are sometimes forgotten, and their progress is limited.
- Good leadership ensures that the students receive effective care and support. Students' overall well-being is a priority. Students have access to counselling and advice on careers. Most students move to universities when they finish their secondary education.

For Development:

- Ensure that all fire exits remain unlocked throughout the school day.
- Ensure that the outdoor play areas are free of trip hazards.
- Enhance teachers' skills in providing differentiated tasks for students of different abilities.

Inclusion of students of determination

Provision and outcomes for students of determination

Good

- The inclusion team and the wider teaching staff have a holistic approach to the inclusion of students of determination. They have the relevant qualifications and training, and are generally skilled at meeting these students' needs.
- The profile of students reflects the school's inclusive ethos. Teachers have a secure understanding of the different types of disabilities that students have. These types are appropriately classified according to the UAE National Classification of Disabilities.
- Parents are actively and consistently engaged in a positive partnership. The establishment of a council for the parents of students of determination ensures regular interaction and communication between parents and the school.
- Almost all students benefit from provision that meets their personal, social and emotional needs. However, teachers sometimes do not provide appropriate learning tasks, thus limiting students' progress.
- The school effectively uses individual education plans (IEPs) and individual behaviour plans (IBPs) in partnership with parents.

For Development:

- Engage classroom teachers as full partners in delivering IEPs.

6. Leadership and management

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



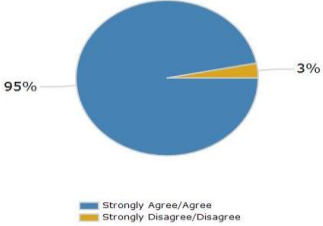
- The senior leaders' vision for the school is shared by almost all members of staff. The school is inclusive, and supports students of determination well. Subject leaders' knowledge of curricula, teaching and learning varies, but is mostly good. Senior leaders understand the school and the expatriate community that it serves. Staff morale is high, and consequently students thrive, both academically and socially. The school is compliant with the requirements of the UAE and Russian school authorities.
- The school's processes for self-evaluation give useful knowledge of the provision and outcomes for students. Although there have been improvements since the previous inspection, some of the school's judgements are too generous, meaning that there are still things that need to be addressed. The school's action plan is partially linked to the DSIB recommendations. Information from assessments is used to inform only some parts of this plan, and is not shared with all teachers.
- The school successfully engages parents as partners in their children's learning and in school life. Their views are considered when making decisions. Effective communication ensures that parents are well informed about their children's learning. Progress reports provide a clear picture of their children's academic progress. Reporting on the personal and social development of students is emerging. The school's extensive involvement in a range of local and international partnerships enhances students' learning and development.
- The governing board has mixed representation of stakeholders. It meets infrequently. Governors have overseen improvements to the school's staffing since the previous inspection. They have ensured that the school is compliant with the regulations of Dubai, the UAE and the Russian authorities. They are unaware of the recommendations for improvement made in the previous inspection report. This limits their ability to make the school better.
- Routines to ensure the daily running of the school are effective and efficient. Almost all staff members are suitably qualified and benefit from regular training, which is matched to the school's priorities. Some aspects of accommodation and resources are inadequate, including the surface of outdoor play areas and the resources for practical science, creative play and physical education.


For Development:

- Allocate sufficient time for subject and section leaders to bring about improvements.
- Ensure that the internal evaluation judgements about the school's quality match the evidence provided by information from assessments.
- Provide more resources for teaching and learning to support all aspects of the curriculum.

Views of parents

Before the inspection, the views of parents were surveyed. Key messages were considered during the inspection, and they helped to form inspection judgements.

 Students No. of responses = 0	 Parents No. of responses = 110						
<p>N/A</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>3%</td> </tr> </tbody> </table>	Response	Percentage	Strongly Agree/Agree	95%	Strongly Disagree/Disagree	3%
Response	Percentage						
Strongly Agree/Agree	95%						
Strongly Disagree/Disagree	3%						

	<ul style="list-style-type: none"> No students completed the survey.
 <p>Parents</p>	<ul style="list-style-type: none"> A representative sample of parents responded to their survey. Almost all are satisfied with the quality of schooling that their children receive. They indicate that their children are safe at school and have made friends. They believe that there are adults available who can support their children, if needed. The inspection findings confirm parents' opinions.

What happens next?

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

- recommendations from the 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