

INSPECTION REPORT

2022-2023



CAPITAL SCHOOL L.L.C

UK CURRICULUM

GOOD

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SCHOOL INFORMATION

GENERAL INFORMATION

	Location	Al Qusais
	Opening year of School	2014
	Website	www.capitalschooluae.com
	Telephone	+97142988776
	Principal	Daniel James Sutton
	Principal - Date appointed	1/8/2021
	Language of Instruction	English
	Inspection Dates	20 to 24 March 2023

STUDENTS

	Gender of students	Boys and girls
	Age range	4 to 15
	Grades or year groups	FS1 to Year 10
	Number of students on roll	635
	Number of Emirati students	31
	Number of students of determination	37
	Largest nationality group of students	Indian

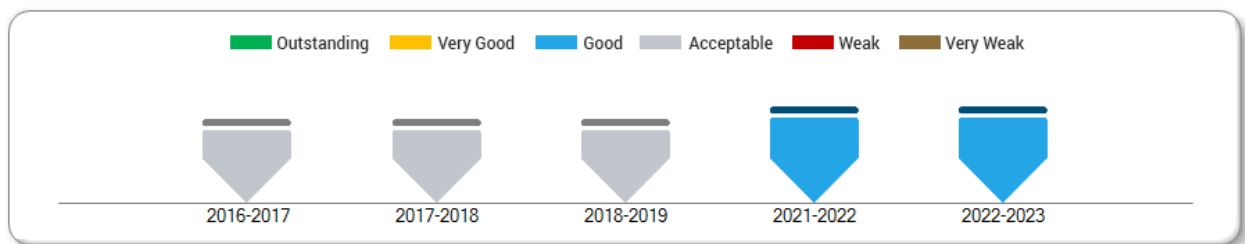
TEACHERS

	Number of teachers	46
	Largest nationality group of teachers	UK
	Number of teaching assistants	18
	Teacher-student ratio	1:14
	Number of guidance counsellors	0
	Teacher turnover	30%

CURRICULUM

	Educational Permit/ License	UK
	Main Curriculum	UK
	External Tests and Examinations	IGCSE
	Accreditation	BSO, BSME

School Journey for CAPITAL SCHOOL L.L.C



Summary of Inspection Findings 2022-2023

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

STUDENTS' OUTCOMES

- Children's achievements in Foundation Stage (FS) are very strong in all subjects. Students' attainment in most subjects is acceptable in Primary and Secondary with the exception of science, which is good in Primary. Students make better progress in mathematics and science in both phases compared to Islamic education, Arabic and English.
- Students are very responsible. They demonstrate a positive work ethic from a young age. They show respect and compassion, and they support one another. They demonstrate a secure understanding of a safe and healthy lifestyle. Across the school, students are strongly aware of the values of Islam. They respect and appreciate the heritage and culture of the UAE. Students are proud of their own culture and show respect and appreciation for other world cultures.

PROVISION FOR LEARNERS

- Teaching is very good in FS and good in Primary and Secondary. The level of challenge is not consistently high enough. Classroom environments are conducive to learning. The development of critical thinking and problem-solving skills remains variable. The school aligns its assessment processes to the National Curriculum for England (NCfE). The analysis of all data is coordinated to give leaders a clearer direction of where changes and adaptations need to be made.
- The school meets the requirements of the NCfE and the UAE national provision. It has an appropriate focus on building students' knowledge and skills, with a balance of subjects and courses. The curriculum provides challenge and additional support to meet the needs of most students. Links to UAE culture are well established. Extra-curricular activities are well attended and extend students' learning.
- The school effectively protects students from all forms of abuse, including cyber-bullying. School transport arrangements are safe and well managed. Appropriate policies, systems and practices ensure the safety and protection of students. The premises are clean and maintained to a good standard. The school is inclusive and provides a positive environment for students of determination. Leaders identify students with gifts and talents and plan extension activities for them in lessons.

**LEADERSHIP AND
MANAGEMENT**

- Most senior leaders have a strong commitment to the UAE priorities, particularly in reading, inclusion and wellbeing. They display strong professional competence and demonstrate a good understanding of current educational practices. All aspects of the day-to-day management of the school are well organised. Procedures and routines are effective. Most teaching staff are qualified and benefit from regular and individualised professional training that is linked to the school's priorities.

The best features of the school:

- The provision and outcomes in FS
- Students' excellent behaviour and their personal development
- The care and support in the early years.



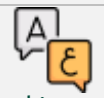



Key recommendations:

- Improve students' outcomes in all subjects, particularly in Islamic education and Arabic, by enhancing the quality of teaching.
- Simplify the assessment system and provide accurate data analysis that can be used effectively to bring about improvements.
- Develop a whole school culture of risk assessment.

Overall School Performance

Good



1. Students' Achievement

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

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

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


3. Teaching and assessment

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

4. Curriculum

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

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

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

6. Leadership and management

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

- In the international TIMSS benchmark test, Year 5 students exceeded their targets in mathematics and science by a considerable margin. In the GL progress tests, students made good progress in English and science, but less so in mathematics.

	• Whole school	• Emirati cohort
Leadership: data analysis and curricular adaptation	is above expectations.	

- Most leaders have a detailed knowledge of students' strengths and weaknesses because of their data analyses. Leaders target interventions and adaptations which are specifically focused on individual skills.

	Whole school	Emirati cohort
Improving reading literacy and wider learning skills	meets expectations.	meets expectations.

- Almost all students are making significant progress in reading as a direct consequence of the reading intervention strategies which have been put in place. They also impact positively on students' ability to understand and use specialist subject vocabulary.

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

For Development:

- Ensure that the raising of students' outcomes in benchmark tests is a priority.
- Relate all strands of the National Agenda among subjects so that there is a uniformity of approach, particularly in promoting reading.

Wellbeing

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

- The principal, governing board and senior leaders demonstrate a strong commitment to wellbeing. Practices are underpinned by agreed policies. The policies give clear guidance to the whole school community about the importance and continued enhancement of wellbeing. Student wellbeing leaders are alert to the importance of happiness and health for all in the school. Leaders scrutinise a wealth of data so that they are well placed to ensure high-quality wellbeing for everyone. They have created a detailed wellbeing action plan.
- The inclusion leader, staff and form tutors comprise an effective, approachable team. They are available to assist those members of the school community who need academic and emotional support. New teachers have an allocated mentor to support them as they begin their careers. Older students mentor younger ones. Students take on wellbeing leadership roles to listen to others. There is a broad range of initiatives to support wellbeing.
- The pastoral curriculum underpins the wellbeing programme and is influential in enhancing wellbeing. Modified work provides students of determination with opportunities to develop their confidence and skills, and to achieve personal success. Those with more complex needs are very well cared for by learning support assistants (LSAs). Students feel safe, develop positive relationships with members of staff and are valued. They understand the links between a sensible diet, exercise and good health.

UAE social studies and Moral Education

- The school teaches the UAE social studies and moral education as stand-alone subjects for 50 minutes per subject each week. From Years 2 to 10, the Ministry of Education (MoE) moral, social and cultural education (MSC) framework is used. Lessons are taught by class teachers in Primary and by a subject specialist in Secondary.
- The school offers the standard MSC curriculum plus a few additional experiences, which include the identification of opportunities for the integration of sustainability goals. Students sometimes undertake their own research, such as finding out about the development of vaccines in Year 4.
- Students understand the UAE values of tolerance and generosity and use them in their everyday lives. Students sometimes engage in collaborative work, critical thinking and problem-solving activities. They can also visit the Majlis room where they debate and resolve issues in the traditional style of the UAE. Assessment data are recorded. Data analysis gives details about students' attainment and progress.

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- Students in Primary have adequate knowledge of the key principles of Islamic faith and worship. Those in Secondary show appropriate knowledge of Islamic history and civilisation and can discuss justice in Islam. Across the school, students' skills to link Hadith and verses from the Holy Qur'an to their learning are less developed.
- In lessons and in students' recent work, most demonstrate knowledge, skills and understanding of Islamic concepts and beliefs that are in line with curriculum expectations. Assessment data do not reflect students' current attainment levels. There are no significant differences in attainment between non-Arab and Arab students.
- Students have improved their understanding of Islamic values and etiquette. Their recitation and memorisation of the Holy Qur'an, particularly in the lower years, have improved. In the upper years they remain insecure.

For Development:

- Focus on the development of the skills of memorisation and recitation of the Holy Qur'an.
- Ensure that students can link all areas of learning of Islamic education to the Holy Qur'an, Hadeeth and Seerah.
- Enhance students' ability to make meaningful links between Islamic lessons and everyday situations.

Arabic as a First Language

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

- In both phases, the skills of listening, speaking and reading are in line with the MoE curriculum standards. Most students respond well to instructions in modern standard Arabic. Most understand the meaning of various texts and can discuss the ideas contained in them, using short responses.
- Students in both phases can create simple sentences in Arabic using basic vocabulary, with some errors in grammar and spelling. Extended writing is least developed. Most students are comfortable in communicating in standard Arabic with the assistance of their teachers, but a few prefer to use their local dialect.

- The adoption of the language strategies used in the English department is starting to have an impact on some of students' Arabic language skills. However, the strategies are used inconsistently. They are not developed well enough to improve students' outcomes.

For Development:

- Provide students with more opportunities to develop their speaking skills through planned and spontaneous speaking assignments.
- Improve students' writing skills by ensuring that they plan their writing and work on drafts to incorporate teachers' feedback.

Arabic as an Additional Language


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

- Most students' progression in language skills are in line with the MoE curriculum expectations. In Primary, students acquire basic vocabulary and can read and write simple sentences. In Secondary, some students understand texts on familiar subjects, but their speaking and writing skills are not sufficiently developed.
- Most students can write simple sentences using familiar words. With support, a few can engage in simple conversations related to their daily routine. Students understand basic instructions and questions. Their comprehension of extended conversations is limited.
- The differentiated approach in lessons is helping students to learn according to their abilities. However, differentiation is neither meeting the needs of all students nor providing the appropriate level of challenge.

For Development:

- Ensure that students are taught according to the number of years of learning Arabic as an additional language.
- Provide students with more opportunities to develop their speaking in familiar and unfamiliar contexts.

English

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

- The achievement of children in FS has continued to improve. Their knowledge of letters and sounds develops effectively. Most can write a few sentences when they leave FS 2. Students do not write at length often enough to continue to improve their extended writing skills, especially in the lower Primary and Secondary.
- Listening and speaking skills are stronger throughout the school, particularly in Secondary where students rigorously debate contemporary issues. They speak confidently, express their own ideas and build on the thoughts of others.
- The recently introduced reading programme has fostered enthusiasm for reading and has led to improvement in students' reading age scores. However, students in Secondary are not developing analytical skills well enough, even though they are now exploring a wider range of texts.

For Development:

- Develop intensive reading and extended writing skills in the secondary phase.
- Increase opportunities for students to produce longer pieces of writing for different purposes in the lower Primary.

Mathematics

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

- In FS, a majority of students attains above curriculum standards. In the other phases, most students attain at expected standards. In FS, a large majority makes better than expected progress. Retrieval sessions enable students in Primary and Secondary to make better than expected progress.
- A particular strength of mathematics is the attention given to the understanding of number. The process begins in FS where children become familiar with the notion of number. Continuity and progression across the phases are appropriate.
- Since the previous inspection, improvements in the analysis of data are enabling leaders to identify students' strengths and weaknesses more accurately. Using this information, they are then able to target intervention strategies.

For Development:

- Ensure that the intervention strategies are monitored to check that they are having the desired impact on students' outcomes.

Science

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

- The development of students’ scientific skills of observation, exploration and investigation is rapidly established in FS and grows stronger across phases. The emphasis on interesting, practical enquiry-based learning is evident in most lessons. This emphasis is helping to consolidate students’ progress.
- Students demonstrate increasingly detailed scientific thinking, conceptual understanding and application of scientific concepts. They make predictions, test their theories, explain results and communicate them clearly and accurately. Students are keen to engage in critical thinking and in problem-solving.
- Increased opportunities to engage in practical investigations are helping to raise students’ confidence in science. However, the higher attaining students are not always fully challenged in lessons. They lack the challenge necessary to become a more independent group of learners.

For Development:

- Provide greater challenge for the higher attaining students more consistently across all phases.
- Improve attainment levels in Secondary.

Learning Skills

	Foundation Stage	Primary	Secondary
Learning skills	Very good	Good	Good

- Students are enthusiastic, motivated and engaged learners. They can focus and remain on task without teachers’ interventions. In some lessons, they take responsibility for their own learning. Depending on their level of confidence, they can choose to complete the easy or the more difficult task presented.
- The application of learning across subjects is stronger in MSC, where students efficiently use mapping skills gained during geography lessons. Students learning Arabic face challenges when applying and expanding their language skills in everyday and unfamiliar situations.
- Students use technology to access the range of recently introduced learning platforms. The use of devices for independent research is inconsistent, although stronger in science. Problem-solving and critical thinking are underdeveloped across the school.

For Development:

- Provide more opportunities for students to develop higher-order thinking and independent research skills.

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

	Foundation Stage	Primary	Secondary
Personal development	Very good	Very good	Very good

- Students have very positive and responsible attitudes towards school life and learning. They show high levels of self-discipline. Behaviour is generally positive. The behaviour of children in FS and of students in the upper years in Secondary is relatively stronger than elsewhere.
- Students' relationships with others are excellent. They show respect, compassion and support to one another. They demonstrate a secure understanding of a safe and healthy lifestyle and participate in activities to promote it.
- Attendance is very good overall. Students enjoy coming to school and taking part in their learning experiences. They generally arrive to school and to lessons on time.

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

- Throughout the school, students are strongly aware of Islamic values. They clearly understand how these values influence many aspects of life in the UAE. They can provide examples of how Islam promotes charity and tolerance.
- Students respect and appreciate the heritage and culture of the UAE. Across the school, students can give details about the UAE, such as history, food and leaders. They participate in many cultural events that promote the heritage of the UAE.
- Students are proud of their own cultures and show respect and appreciation for other world cultures. Most can give details about their own countries, their history and products. However, their awareness of other cultures in the wider community is underdeveloped, particularly in Primary.

	Foundation Stage	Primary	Secondary
Social responsibility and innovation skills	Good	Good	Good

- Students are keen to take responsibility. They volunteer eagerly for the leadership roles available to them. They are motivated to make positive contributions to local and international communities and charities. They are always keen to do more to help others.
- Students demonstrate a very positive work ethic from a very young age in FS. They have a ‘can do’ attitude, inquisitiveness and high levels of independence and concentration when completing tasks.
- Students take an interest in their school and the environment. They recently helped to design the new outside play areas. The junior leadership team and school council are active in identifying opportunities to move the school towards becoming more economically and ecologically sustainable.

For Development:

- Improve students’ awareness of cultural diversity.
- Provide more opportunities for students to participate in community activities and volunteer programmes.

3. Teaching and assessment

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Very good	Good	Good ↑

- Teachers in FS set high expectations for children’s learning. They provide activities at the correct level of challenge. In Primary and Secondary, teachers support students more effectively than they challenge them. The level of challenge is not consistently appropriate.
- Classroom environments are highly conducive to learning. Relationships in the classroom are very positive. Teachers’ lesson planning is comprehensive. However, teachers do not always question students effectively enough to assess their learning, nor do they probe students’ answers to encourage them to think more deeply.
- The development of critical thinking and problem-solving skills remains inconsistent, although they are stronger in mathematics and science. During mathematics lessons, teachers successfully use misconceptions to test students’ understanding and to promote their critical thinking.

	Foundation Stage	Primary	Secondary
Assessment	Very good	Good	Good ↑

- Across all phases, the school aligns its assessment processes to the NCFE. Most teachers understand where students have reached in their learning. In FS, assessment processes give a comprehensive overview of individual academic performance and the progress being made.
- The analysis of all data is coordinated and generally gives leaders a clear direction of where changes and adaptations need to be made. An intervention software suggests appropriate strategies.
- Since the previous inspection, improvements mean that most teachers are more effective in meeting the needs of the different groups of students. This is particularly noticeable in relation to students of determination.

For Development:

- Provide tasks at the correct level of challenge to build on what all students already know and can do.
- Ensure that, in Islamic education and Arabic, teachers use assessment information to meet the needs of different groups as is the case in the other subjects.

4. Curriculum

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

- The school meets the requirements of the NCFE and the UAE national provision. The curriculum has an appropriate focus on developing knowledge and skills, with a balance of subjects and courses that meet the needs of almost all students across the phases.
- The introduction of IGCSE and some entry level courses provides subject choices to meet students' interests and aspirations. However, IGCSE courses do not meet the needs and abilities of all.
- Cross-curricular links are well established and enable students to transfer and consolidate their skills across the subjects. The curriculum is continuously reviewed to ensure breadth, balance and modification for further improvement, and to address the identified gaps in students' knowledge and skills.

	Foundation Stage	Primary	Secondary
Curriculum adaptation	Very good	Good	Good

- The curriculum is systematically adapted to ensure that all students experience motivating opportunities to enable them to access learning fully. It provides challenge and additional support to meet the needs of most students. Effective challenge for a few higher attaining students, and support for those with lower literacy skills, are not yet secure.
- Opportunities for students to be enterprising, innovative and creative, and to contribute to society, are well established. They include enterprise week and science week. Students design products for fundraising and make contributions to the Red Crescent.
- Links to the culture of the UAE are well established. Appropriate learning is embedded across the curriculum. Students regularly participate in celebration days and cultural events. A broad range of extra-curricular activities is well attended and provides enhancement and extension opportunities.
- The school provides 50 minutes of Arabic in FS.

For Development:

- Extend the range of examination choices to ensure that options meet the needs of students' different abilities and prepare them for future career opportunities.
- Increase strategies to adapt the curriculum to challenge and meet the needs of higher attaining students more effectively in all phases.

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

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

- Appropriate policies, systems and practices ensure the safety and protection of students and members of staff. The school is very effective at protecting students from all forms of abuse, including cyber-bullying. Transport arrangements are safe and well managed.
- The premises are clean and maintained to a good standard. The facilities and resources support learning well and meet the needs of students of all ages. Routine checks are made on essential

safety equipment. Regular fire drills are conducted. However, they are not systematically logged, nor are risk assessments.

- Students and parents understand the importance of healthy eating. They apply the healthy eating policy to snacks and lunches. Subjects such as PE, ICT and science make a good contribution to students' knowledge and understanding of how to stay safe and keep healthy.

	Foundation Stage	Primary	Secondary
Care and support	Very good ↑	Good	Good

- Teachers know all their students very well and understand their social, emotional and academic needs. The school monitors attendance accurately and follows up any issues of absence and punctuality.
- The school is inclusive. It provides a positive environment for students of determination. Targets for improvement are based on scrutinising data and on discussions with staff and parents to agree any necessary support.
- Leaders identify students with gifts and talents and plan extension activities in lessons. This is not so well developed in Islamic education or Arabic. The highly committed staff provide personalised advice and guidance to students to meet their pastoral and academic needs.

For Development:

- Implement a system to ensure that risk assessments, maintenance and policy reviews are scheduled and logged.
- Ensure that all modifications and support for students of determination are expertly delivered.

Inclusion of students of determination

Provision and outcomes for students of determination

Good

- The experience offered by the champion, governor and head of inclusion brings leadership of a high order to strengthen the work of the department. The accurate self-evaluation results in a detailed strategic action plan to provide direction and to bring about improvements.
- The well-established admission processes from FS involve the inclusion department. A learning profile is created, and an individual education plan (IEP) is produced, with the key barriers to learning clearly identified.

- Parents describe how their children’s learning has been supported effectively. They refer to the commitment and approachability of members of staff, and to the strong partnership which works to their children’s benefit. The open communications with the department are appreciated.
- The school’s intranet system assists the implementation of the curriculum. Almost exclusively, students work in their classrooms for all activities, receiving small group and individual support from staff. For some, the effectiveness of these adaptations is less secure.
- Termly reviews of academic and pastoral progress with teachers, parents and the head of department assess the impact of provision and how it might be improved. The progress of students of determination is good. Students are becoming resilient as they work through increasingly complex tasks.

For Development:

- Expedite training opportunities for teachers and for those LSAs working with students of determination with more complex needs, including, in particular, those with ranges of autism.
 - Embed the successful initiatives to enhance in-class teaching and learning strategies 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	Good
Governance	Good
Management, staffing, facilities and resources	Good

- Most senior leaders have a strong commitment to UAE priorities particularly in reading, inclusion and wellbeing. They display strong professional competence. They have a good understanding of current educational practices. Senior leaders are accountable for students' outcomes. They delegate responsibilities effectively to subject heads and year leaders. Improvements are being made but not across all subject areas.
- Self-evaluation is systematic and makes adequate use of internal and external data. The school knows its strengths and areas for improvement very well. The key priorities for the school are accurately identified. The views all stakeholders are not sufficiently considered to ensure that self-evaluation is sharper and better supported by evidence. Most of the recommendations of the previous inspection are being addressed. The school has shown sustained improvement over time.
- Most parents, including parents of students of determination, are well satisfied with the school. They are invited to participate in school events and activities. They support the school's wellbeing initiatives. The school communicates with parents through various channels including emails, newsletters and digital platforms. Parents receive reports on their children's academic progress, and their personal and social development. Links with local national and international partners are not developed well enough to enhance students' experiences.
- The governing body brings a range of experiences and expertise to enhance the work of the school. Members consider wellbeing and inclusion a priority. They have appropriate understanding of the school's priorities for improvements and of the progress being made against previous recommendations. Some members take an active role in self-evaluation and improvement planning. However, they do not check the validity of the information they are given.
- All aspects of the day-to-day management of the school are well organised by the principal and his team. The school's procedures and routines are effective. Most teachers are qualified and benefit from regular professional training that is linked to the school's priorities. Not all subjects have sufficient allocated time to ensure compliance. There are adequate resources. The environment contributes to the high level of wellbeing of staff and students.

For Development:

- Consider the views of all stakeholders when developing self-evaluation processes.
 - Develop further links and partnerships with local, national and international partners to enrich students' learning experiences.
 - Improve timetabling to ensure full access to the curriculum during normal school hours.
-

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