

Inspection Report



Dubai Police Kindergarten - Deira Branch 2014-2015



CONTENTS

School Information	2
Parents' Report	3
School Inspection Report	9
Overall school judgement	10
Key strengths	10
Changes since the last inspection.....	10
Recommendations.....	10
How good are the students' attainment, progress and learning?.....	11
How good is the students' personal and social development?	12
How good are teaching and assessment?.....	13
How well does the curriculum meet the educational needs of all students?.....	14
How well does the school protect and support students?	15
How well does the school provide for students with special educational needs?	16
How good are the leadership and management of the school?	16
What are the views of the Principal, parents, teachers and students?.....	19
What happens next?.....	20
How to contact us.....	20

School information



General information

Location	Al Waheda
Type of school	Private
Opening year of school	2000
Website	
Telephone	04-2387391
Address	Deira, PO Box: 1493
Principal	Mrs Ebtesam Mubarak
Language of instruction	Arabic
Inspection dates	2 nd - 3 rd March 2015



Students

Gender of students	Boys and Girls
Age range	4 - 6
Grades or year groups	KG 1 - KG 2
Number of students on roll	95
Number of children in Pre-K	0
Number of Emirati students	57
Number of students with SEN	2
Largest nationality group of students	Emirati



Teachers / Support staff

Number of teachers	10
Largest nationality group of teachers	Emirati
Number of teacher assistants	1
Teacher-student ratio	1:10
Number of guidance counsellors	0
Teacher turnover	0%



Curriculum

Educational Permit	MoE
Main Curriculum / Other	MOE
Standardised tests / board exams	N/A
Accreditation	None



Parents' Report

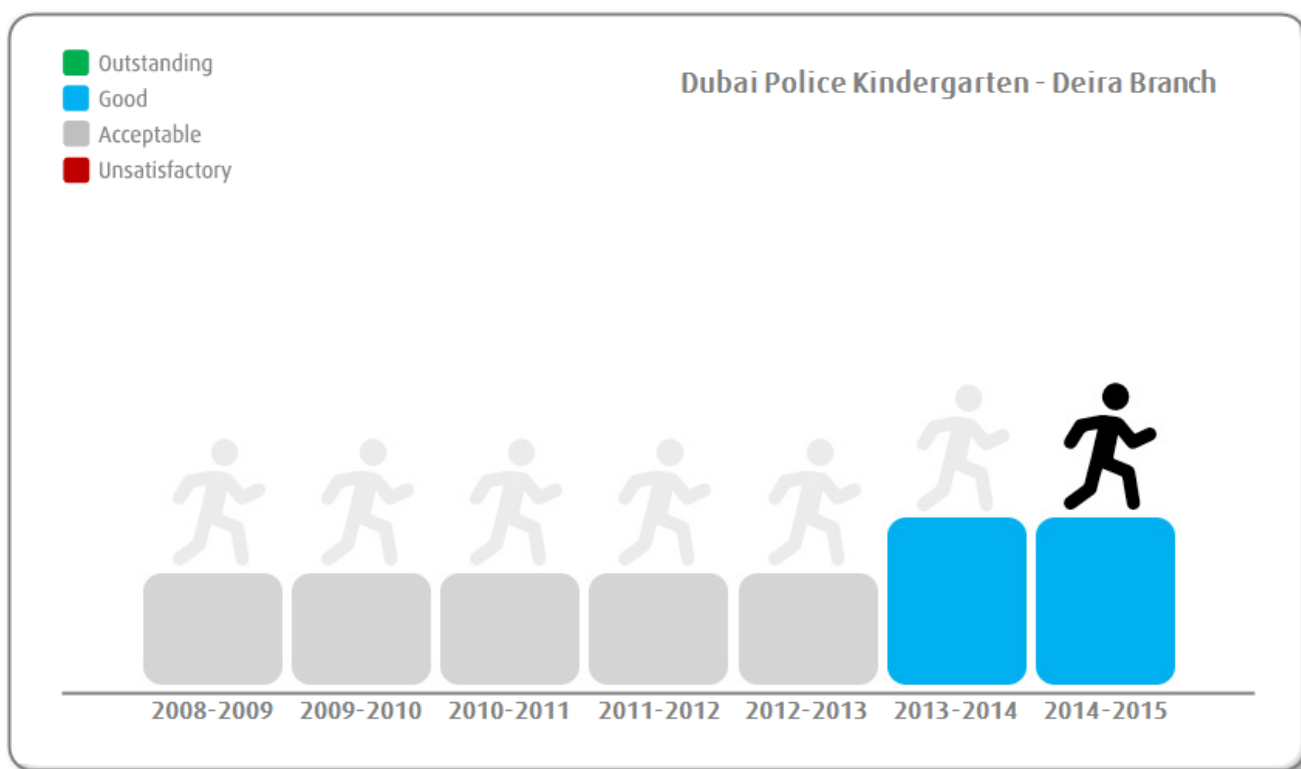




Dear Parents,

Dubai Police Kindergarten - Deira Branch was inspected by DSIB from 2nd - 3rd March 2015, and the overall quality of education provided by the school was found to be **Good**

In order to judge the overall quality of education provided by the school, inspectors considered six key aspects of the school's performance and standards. Inspectors looked at children's attainment and progress in five key subjects, their learning skills as well as their personal and social development. They judged how effective teaching was across the school. Inspectors considered how well the school's curriculum, including activities inside and outside the classroom, met the educational needs of all children. They judged how well the school protected and supported children. In addition inspectors judged the effectiveness of leadership and governance, including management, staffing, facilities and resources.



The inspection judgements were drawn from a range of evidence gathered by the inspection team, including observing children learning in lessons, looking at their work, talking with children, meetings with staff, parents and governors, and reviewing the parents' and teachers' surveys.

The key strengths and areas for improvement to be made by the school leaders, governors and owners are:

Strengths

- Children demonstrated good learning skills which they used during most lessons.
- Children's language development in both Arabic and English was of a good standard.
- Children's personal and social development, including their levels of personal responsibility, understanding of Islamic values and local culture was good.
- Cross-curricular links between subjects and across both languages were well established.
- Outstanding arrangements for health and safety throughout the school and on school buses helped to keep children safe.

Areas for improvement

- Improve children's attainment and progress in science so that it is at least good.
- Provide opportunities for children's enquiry, investigation and critical thinking across the curriculum.
- Improve teachers' and leaders' identification of patterns and trends in children's attainment and progress data, and use the data to plan the next steps in learning.
- Ensure school leaders and governors commit to the development of the special educational needs coordinator's role and responsibilities in order to improve the quality of provision for children with special educational needs.

We warmly encourage you to read the detailed school inspection report.

The school is required to submit to DSIB an action plan identifying the steps they will take to address the areas for improvement. We have advised your school leaders to share this with you.

We trust that the information provided will encourage you to support your child's school.

Yours sincerely,

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

A closer look at Dubai Police Kindergarten - Deira Branch



How well does the school perform overall?

Overall, the Dubai Police Kindergarten provided a **'Good'** quality of education for its children.

- Children's attainment and progress were good for almost all key subjects. Their attainment in mathematics had improved to a good standard. Children were enthusiastic about learning. They collaborated well in pairs and were developing the ability to be productive members of a small group.
- Young children had developed supportive and secure relationships with their teachers. They understood which behaviours were acceptable and had begun to form friendships with other children at school. All children had personal experience of the Emirati culture and had a secure understanding of UAE traditions and Islamic values. They were developing an awareness of world cultures. Children had started to take responsibility within the school and were involved in the collection and distribution of classroom and personal resources.
- Teachers were responsive to children's needs and had created warm and nurturing learning environments. Teachers helped children to gain knowledge and develop new skills. English teachers helped children to understand and acquire a new language. Assessment processes were linked to curriculum expectations and teachers regularly updated parents on their children's performance. Teachers used their knowledge of children's levels of development to plan differentiated activities.
- The Kindergarten followed the UAE Ministry of Education curriculum which was enriched by internationally recognised Kindergarten practice. The curriculum planning promoted opportunities for hands on, active learning through child-centred topics. The curriculum was planned appropriately to meet the learning needs of most children.
- The Health and Safety arrangements were outstanding throughout the school and on school buses. The Kindergarten was in good condition, it was well maintained, clean and secure. Staff provided good supervision of children and successfully encouraged them to be aware of their own safety.
- The school's leadership team were effective and hard-working, and promoted a shared vision. Meetings with groups of parents and the use of data from Dubai Police surveys enabled school leaders to evaluate the school. The governing board had a very clear understanding of the school's key strengths and areas for development. Parents expressed high levels of satisfaction about all aspects of the school. School staff efficiently used technology to encourage regular communication with parents. Effective management systems led to a well-managed small school.


How well does the school provide for students with special educational needs?




- Curriculum modification included differentiated activities, but these were not personalised to meet individual needs of children with special educational needs.
- The quality of support for these children was variable across classes.
- Children with special educational needs made unsatisfactory progress against the learning objectives during lessons and against their personal development targets.

1. How good are the students' attainment, progress and learning skills?

		KG
 Islamic Education	Attainment	Good
	Progress	Good
 Arabic as a First Language	Attainment	Good
	Progress	Good
 Arabic as an Additional Language	Attainment	Not Applicable
	Progress	Not Applicable
 English	Attainment	Good
	Progress	Good
 Mathematics	Attainment	Good 
	Progress	Good
 Science	Attainment	Acceptable 
	Progress	Acceptable 
		KG
Learning skills		Good

 Improved from last inspection

 Declined from last inspection

2. How good is the students' personal and social development?

	KG
Personal responsibility	Good
Understanding of Islamic values and awareness of Emirati and world cultures	Good
Community and environmental responsibility	Good

3. How good are teaching and assessment?

	KG
Teaching for effective learning	Good
Assessment	Good

4. How well does the curriculum meet the educational needs of all students?

	KG
Curriculum quality	Good
Curriculum design to meet the individual needs of students	Acceptable

5. How well does the school protect and support students?

	KG
Health and safety	Outstanding
Quality of support	Good

6. How good are the leadership and management of the school?

	All phases
The effectiveness of leadership	Good
Self-evaluation and improvement planning	Good
Parents and the community	Good
Governance	Good
Management, staffing, facilities and resources	Good



School **Inspection** Report

Overall school judgement

Good

Key strengths

- Good learning skills were demonstrated by children across all subjects.
- Children showed good language development in both Arabic and English lessons.
- Children's personal and social development, including their personal responsibility, understanding of Islamic values and local cultural and environmental awareness, were good.
- There were good cross-curricular links between subjects and across both languages.
- There were outstanding arrangements for health and safety throughout the school.

Changes since the last inspection

- Improved levels of attainment in mathematics.
- Teachers had made better use of focused learning objectives in lessons. This included improved planning for mathematics.
- There had been progress made by leaders in designing the curriculum to meet the needs of some groups of children, but not all.
- The attainment and progress in Science had declined to acceptable.

Recommendations

- Improve children's attainment and progress in science.
- Provide children with more opportunities to develop their enquiry, investigation and critical thinking skills across the curriculum.
- Improve teachers' and leaders' analysis of data to identify patterns and trends in children's attainment and progress, and use the data to inform their curriculum and lesson planning.
- Ensure school leaders and governors commit to the development of the special educational needs coordinator's role and responsibilities.
- Improve the quality of provision for children with special educational needs.

1. How good are the students' attainment, progress and learning skills?

KG		
Subjects	Attainment	Progress
Islamic Education	Good	Good
Arabic as a First Language	Good	Good
Arabic as an Additional Language	Not Applicable	Not Applicable
English	Good	Good
Mathematics	Good 	Good
Science	Acceptable 	Acceptable 

- The majority of children had memorised and could recite a short chapter from the Holy Qur'an and they understood the meaning of the verses. Children knew the names of the Prophet's family and responded appropriately when they heard or said his name. They listened and responded with interest to the messages in the Holy Qur'an on Surah Al Pheel and were able to answer questions and discuss the key points.
- As native Arabic speakers, the majority of children had good listening skills and could respond correctly to questions and instructions. They used a wide vocabulary when talking about things that were of interest to them. Children could read and write a range of sounds and letters in different positions in a word. They had developed well-formed Arabic script and a few children were able to write words independently.
- All children learned English as an additional language. The majority of children used simple vocabulary to answer basic questions and were able to initiate and participate in brief conversations. They recognised single letters, knew many letter sounds and could read a few common words. Most children could write their names from memory. When prompted by adults, a few children attempted to write words and simple sentences using their phonic knowledge and knowledge of high frequency words.
- In mathematics, the majority of children demonstrated a good understanding of mathematical concepts and had developed secure number skills. They could combine and subtract small groups of objects. A few children were able to record their calculations using numerals and the correct operational signs. Teachers used real life examples to motivate the children; for example, they loved solving the problem of the fast jets which often flew over Dubai.
- Most children demonstrated acceptable knowledge of scientific concepts and were learning to use scientific vocabulary. In lessons, and over time, children had started to make sense of the natural world. They had begun to observe and find out about physical forces and properties of materials; for example, they experimented with objects predicting which would sink or float.

KG	
Learning skills	Good

- Children enjoyed learning and demonstrated an increased capacity to concentrate and complete activities. Positive verbal feedback from adults helped children to persist with difficult tasks.
- Children were developing the ability to be productive members of a group. They were acquiring group participation skills such as listening, following directions, behaving appropriately, staying on task and organising work materials.

- Children were beginning to use and apply their skills, understanding and knowledge to new learning contexts. Well planned cross-curricular links across subjects enabled children to revisit concepts in a different context and link their own learning to the real world.
- Children’s enquiry and research skills were underdeveloped. Their access to, and use of, learning technologies was inconsistent. Children had limited opportunity to explore, investigate and discover. Children’s problem-solving skills were underdeveloped, particularly in science. A few children demonstrated independent thinking skills.

2. How good is the students’ personal and social development?

	KG
Personal responsibility	Good
<ul style="list-style-type: none"> • Children had developed a love of learning and were eager to participate in whole class, small group and independent activities. They were learning how to respond to feedback from adults and their peers. • Children were well-mannered and polite, and they understood which behaviours were accepted. They had developed a clear understanding of which actions had positive and negative consequences. • Children enjoyed supportive and secure relationships with their teachers. Through interactions with their peers, children had begun to form friendships. They were developing their ability to understand, predict and interpret the emotions of others, and were learning to regulate their own emotions. • Children were aware of healthy and less healthy food options. They understood the importance of being physically active and were eager to climb, run and jump about during outdoor play and physical education sessions. • The attendance levels were below expectations for this non-statutory phase of education. 	

	KG
Understanding of Islamic values and awareness of Emirati and world cultures	Good
<ul style="list-style-type: none"> • Children used their existing knowledge and understanding of their faith to help them make sense of new ideas and Islamic concepts. • Children understood their own Emirati culture and traditions. They enjoyed imaginatively playing in the small ‘Majalis’ and pretended to serve coffee using the traditional coffee pot and small cups. Children recognised the call for prayer and linked it to their fathers visiting the mosque. They could name the ruler of Dubai and were familiar with the other emirates in the UAE. They recognised famous landmarks in Dubai; for example, the Burj Khalifa. • Children generally had limited access to people from a range of cultural backgrounds. Through contact with visitors they had started to talk about aspects of other people’s lives and their activities in their countries of origin. 	

	KG
Community and environmental responsibility	Good
<ul style="list-style-type: none"> • Children were developing an understanding of the value of community. Open ended activities provided opportunities for children to build positive relationships with their peers. Children were encouraged to respond to the socially acceptable acts of others; for example, they noticed when a child shared her food with her friend during snack time. • In most lessons children were given opportunities to initiate their own learning in the learning corners that class teachers had created. These opportunities encouraged children to make choices. Teachers also encouraged children to speak up for themselves during lessons and make independent decisions. • Children experienced a variety of opportunities to help in the classroom and took responsibility for the collection and distribution of resources. They benefited from being involved in recycling activities and raising money for refugees. 	

3. How good are teaching and assessment?

	KG
Teaching for effective learning	Good
<ul style="list-style-type: none"> • Teachers created warm and nurturing learning environments. They understood how young children learn through activity based learning experiences and had adapted their teaching styles to cater for different learning styles. • The quality of planning for learning and development was inconsistent. Although most teachers planned activities linked to curriculum expectations, only the best teachers adapted the activities to provide easier or more complex tasks to match the needs of different groups of children. • Teachers helped children to develop their group work skills by modelling and expecting children to interpret the reactions of others and respond appropriately. They also helped children learn how to successfully join group play. • Teaching strategies included the use of resources and active learning experiences linked to real life contexts. English teachers used language associated to the daily routine to help children understand and acquire a new language. • Teachers provided limited opportunities to engage children in critical thinking. Hands on learning experiences offered some sensory stimulation, but did not sufficiently develop children's observation skills. • In Arabic as a first language, most teachers knew their subject well, how to teach and how their students learn. They planned for their lessons and use time and resources effectively. Teachers' questions to students were effective, the use of dialogue was productive and the teaching strategies met most children's individual needs. 	

	KG
Assessment	Good
<ul style="list-style-type: none"> • School based assessment system were in place to measure the levels of attainment and the progress made by children in the core subjects. Assessments were directly linked to curriculum expectations and assessment data was used to provide feedback to parents. • Assessment information was benchmarked against the UAE Ministry of Education curriculum and international child-development outcomes. The school leaders used these internationally recognised expectations to improve standards in the key subjects. • Assessment evidence was collected in individual portfolios and used to demonstrate achievements; for example body image drawings and writing samples clearly illustrated progress over time. • Analysis of data was used by class teachers to track children’s progress. However, the data did not clearly reflect differences between groups of children or between cohorts. • Most teachers had excellent knowledge and understanding of individual children’s strengths and weaknesses. Teachers provided children with evaluative verbal feedback during lessons and encouraged children to respond spontaneous to their peers; for example by clapping or congratulating them. 	

4. How well does the curriculum meet the educational needs of all students?

	KG
Curriculum quality	Good
<ul style="list-style-type: none"> • The Kindergarten delivered the UAE Ministry of Education curriculum which was enriched by the international curricula and regular exposure to spoken English. This enriched curriculum had sufficient breadth and balance. • The curriculum had an appropriate scope and sequence which ensured seamless progression and transition into MOE Grade 1 provision. Appropriate planning was evident for key subjects, although there were some inconsistencies. • The curriculum was enriched by regular special events, field trips and units delivered in Arabic and English. • Cross-curricular links were part of the planned curriculum. Opportunities provided useful connections between subjects, across languages and with the real world. Motivated young learners were at times able to initiate their own learning and develop their own ideas. • The curriculum was reviewed on an ongoing basis by the Principal and teachers in order to ensure good coverage of knowledge and skills. Modifications were implemented on a needs basis. A recent curriculum review had led to improvements including activity-based learning and improved strategies for the teaching of mathematics. • The curriculum in Arabic as a first language was broad, balanced, and aligned with Ministry standards. The school reviewed the curriculum regularly and ensured its continuity and progression in knowledge and skills. The kindergarten enriched the curriculum with adding three unit about the traffic , the environment and sports and made planned cross-curricular links in the monthly units of study. 	

	KG
Curriculum design to meet the individual needs of students	Acceptable
<ul style="list-style-type: none"> The curriculum was planned appropriately to meet the learning needs of most children. Most teachers recognised the different abilities and learning styles of children and attempted to modify the curriculum delivery accordingly. For example, during a phonic session while some children worked on developing letter recognition and letter formation, others wrote words and a few wrote simple phrases. Regular opportunities given to children to initiate their own learning through play provided children with time to follow their own interests. Whilst the Kindergarten was able to provide enrichment activities during the school day, the Kindergarten did not offer afterschool extra-curricular activities. A few children participated enthusiastically in the lunch break activities that had recently been made available. 	

5. How well does the school protect and support students?

	KG
Health and safety	Outstanding
<ul style="list-style-type: none"> A child protection policy and incident reporting system was in place and all staff were aware of the reporting requirements and their levels of accountability. Staff provided good supervision of children and encouraged children to take responsibility for keeping themselves safe. The Kindergarten was in good condition, and was well kept and tidy. There were records of risk assessments and regular fire drills. All fire safety equipment was well-maintained. Transportation arrangements were orderly and well supervised. A full-time nurse ran a well organised clinic with systems in place to frequently monitor the health and well-being of the kindergarten children. There were detailed health records for all children and routine medical checks were carried out in consultation with the part-time school doctor. The clinic was clean and well maintained. School staff, including the medical team, promoted healthy lifestyles and good eating habits. However, food eaten for lunch and snack times did not consistently adhere to healthy eating guidelines. 	

	KG
Quality of support	Good
<ul style="list-style-type: none"> Relationships between the staff and children were developed through trust and respect. The opportunities for meaningful play provided an important context for developing close relationships between children and adults. Classroom and behaviour management strategies were appropriate for children's levels of development. The school made efforts to raise attendance by educating parents about the importance of early childhood education and by motivating them to be more involved in their children's learning. 	

- Although staff knew the children well, assessment systems were not always accurate enough to ensure that individual children's needs were correctly identified and appropriate levels of support provided. Children with special educational needs were welcomed into the school.
- Most teacher were fully aware of individual children's emotional well-being and personal development. They were responsive to children's needs and helped young children to regulate their emotions and behaviours.

How well does the school provide for students with special educational needs?

	Overall
The overall effectiveness of provision for students with special educational needs	Acceptable
<ul style="list-style-type: none"> • The School Governors had recently appointed a special educational needs coordinator. Further investment and a time-framed improvement plan is required to ensure that improved policies and procedures pertaining to special educational needs are urgently implemented across the school. • Information collected on entry, together with on-going assessment processes contributed to the regular monitoring of children and identification of children with special educational needs. However, procedures were not yet rigorous enough to influence the quality of support or accurately categorise children's needs against KHDA categories. • As a result of training, most staff modified the curriculum by providing differentiated activities, but they were not yet able to consistently provide the personalised support needed to meet the needs of children with special educational needs. • Although the parents of children on the special educational needs register were informed of their child's progress and were involved in agreeing strategies to address the individual needs of their children; involving parents in the accurate identification, categorisation and support arrangements was recognised by the school leaders as areas for further development. • Children with special educational needs made unsatisfactory progress against the learning objectives during lessons and against their personal development targets. The school's monitoring systems provided evidence of children's starting points and progress. Significant work is required to ensure that accurate tracking and monitoring informs further improvements to provision and promotes greater progress. 	

6. How good are the leadership and management of the school?

	Overall
The effectiveness of leadership	Good
<ul style="list-style-type: none"> • The school's leadership team promoted a vision that was shared by the school community and ensured that the Kindergarten fulfilled its purpose. The hard-working leadership team were successful in sharing the vision and direction for the development of a high quality, child-centred Kindergarten. 	

- Key curricular decisions were made by leaders in consultation with the teaching staff. Teachers were enthusiastic about developments and implemented new teaching strategies confidently and with commitment.
- Communication channels between leaders and the staff were open, and relationships were professional. All stakeholders were clear about professional expectations, procedures and systems in the school. The role and responsibilities of the newly appointed special needs coordinator was yet to be established.
- The Kindergarten leaders demonstrated the capacity to further improve the quality of provision offered by the school. They attended relevant professional development opportunities and had started to network with other successful schools.
- The leadership team had continued to reflect on and improve important aspects of the Kindergarten. Ongoing monitoring of the quality of teaching led to teachers being set personal development targets.

	Overall
Self-evaluation and improvement planning	Good
<ul style="list-style-type: none"> • The Principal had led the self-evaluation of the Kindergarten and together with other school leaders had developed a targeted action and development plan. Some aspects of the self-evaluation document were narrative rather than evaluative. Better use of data to support the self-evaluation judgements was identified as an area for development. • A range of processes were used to support the school in measuring its performance, including feedback from parents through the Dubai Police staff survey. Meetings with groups of parents provided opportunities for the school leaders and governors to include other stakeholders in the self-evaluation process. • The clear direction for the developments within the Kindergarten were closely aligned to the vision and mission of the Dubai Police force. Staff were accountable for their work and this contributed to high levels of motivation and the implementation of agreed actions. Despite ongoing review of impact, the improvement plans were not annotated to reflect progress against anticipated outcomes. • The school leaders had implemented and reviewed the actions taken to address all the recommendations in the previous inspection report. Adequate progress had been made in meeting the recommendation related to the quality of support for children with special educational needs. 	

	Overall
Parents and the community	Good
<ul style="list-style-type: none"> • Most parents were encouraged to be active participants in the life to the school and in their children's learning. Parents reported that as a result of the Kindergarten's new initiatives the standards in education had improved and parents felt better informed on how to support their children at home. • Frequent two-way communication was underpinned by good use of technology, and parents were constantly kept updated through text messages, Instagram images and online communication. All staff were highly accessible to parents and parents were pleased that they were able to make personal contact with named individuals who took responsibility for dealing with their query. • Parents appreciated reports on their children's progress and they found the grading system easy to follow. They valued the personal comments and found the suggestions on how to support their children's learning particularly valuable. 	

- Well established community links and the involvement of parents helped to enrich the curriculum and provided children with first hand contact with representatives from community services; for example Dubai fire fighters. These contacts also facilitated visits to significant and culturally important sites in Dubai.

	Overall
Governance	Good



- An on-site representative from the Dubai Police department served as a member of the governing board. She facilitated regular informal and formal opportunities for the Principal, parents and staff to share their views about the quality of the Kindergarten. The governing board had a very clear understanding of the performance and needs of the school.
- The Dubai Police department were highly focused on numerous aspects of quality assurance. The governing board held the school leadership and staff to account for the quality of education and care provided by the Kindergarten. They monitored school improvement activities closely and validated impact through the collection of staff and student performance data.
- The governing board, including the on-site representative, exerted a positive influence on the work of the Kindergarten. They provided the additional funds to develop the site and had financially supported the development of the adequately resourced child-centred learning environment. The improved access to relevant professional development opportunities had impacted positively on the quality of provision.

	Overall
Management, staffing, facilities and resources	Good

- Effective management systems were consistently implemented by a team of administrators and school personnel. This led to a well-managed school.
- The school was committed to employing qualified and experienced teaching staff. Individual expertise were considered when deploying staff to support children's learning and personal development. Additional staff in the classroom assisted with resource management, but had no teaching responsibility. The more efficient use of these adults by training them as classroom assistants, had been identified by the school as an area for development.
- The school had recently developed additional Kindergarten classroom space. Neither the teachers nor leadership team had reviewed the use of the outdoor and shared indoor space or encouraged teachers to plan for active learning beyond the classroom environments.
- The classroom learning environment and resources enabled teachers to begin to deliver a child-centred approach to Kindergarten education. Adequate levels of resourcing resulted in opportunities for children to engage in hands on learning experiences, but some activities and resources were of limited value and did not enhance independent exploration or investigation.

What are the views of the Principal, parents and teachers?

Before the inspection, the views of the Principal, parents and teachers were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys			
Responses received	Number		Percentage
 Parents*	This year	50	53%
	Last year	38	35%
 Teachers	10		100%

- Most parents responded very positively to both the KHDA and Dubai Police staff surveys. They expressed high levels of satisfaction about all aspects of the provision
- Most of the parents who responded, the Principal and teachers agreed that children make good progress in Islamic Education, Arabic, English, mathematics and science. Despite the positive responses from most parents, a small per cent of parents did not know if their children made good progress in the various subjects.
- Most parents, the Principal and teachers agreed that children had gained a good understanding of Islam and that the school had helped their children to develop a good level of awareness of their community and environmental responsibilities.
- Almost all parents, the Principal and teachers agreed that children in the Dubai Police Kindergarten developed a good range of learning skills and that they enjoyed school. The parents also agreed that teachers helped their children to develop good learning skills. They agreed that the school provided an appropriate range of resources, including technology, to support their children's learning.
- The Principal and teachers were very positive about the identification, integration and quality of support given to children with special needs. They were also confident that the school kept parents of children with special educational needs well informed and offered them good support and guidance.
- No parents of children with special educational needs responded to the survey questions regarding the quality of provision for their children.

*The percentage of responses from parents is based on the number of families.

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

How to contact us

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