

GOOD



2019-2020

# INSPECTION REPORT

MOE CURRICULUM

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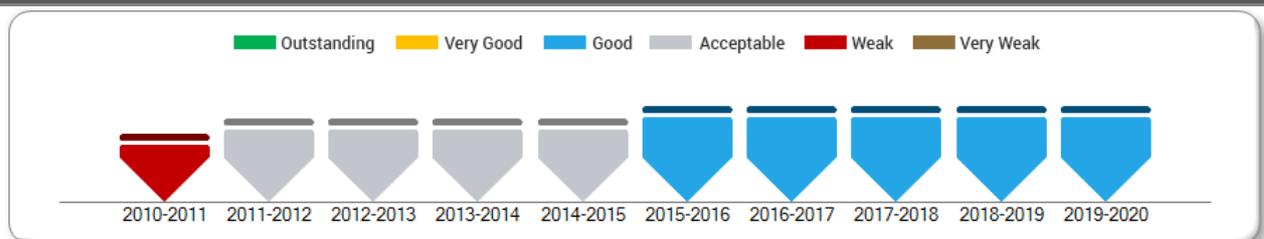
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## School Information

General Information	 Location	Hatta
	 Opening year of School	2003
	 Website	<a href="http://www.albasateenkindergarten.ae">www.albasateenkindergarten.ae</a>
	 Telephone	971048523151
	 Principal	Wadha Helal
	 Principal - Date appointed	3/2/2019
	 Language of Instruction	English, Arabic
	 Inspection Dates	04 to 05 November 2019
Students	 Gender of students	Boys and girls
	 Age range	4-5
	 Grades or year groups	KG 1-KG 2
	 Number of students on roll	112
	 Number of Emirati students	54
	 Number of students of determination	3
	 Largest nationality group of students	Arab
Teachers	 Number of teachers	12
	 Largest nationality group of teachers	Emirati
	 Number of teaching assistants	9
	 Teacher-student ratio	1:9
	 Number of guidance counsellors	0
	 Teacher turnover	1%
Curriculum	 Educational Permit/ License	MoE
	 Main Curriculum	MoE
	 External Tests and Examinations	MoE
	 Accreditation	None
	 National Agenda Benchmark Tests	None

### School Journey for AL BASATEEN PRIVATE NURSERY HATTA BRANCH



## Summary of Inspection Findings 2018-2019

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"> <li>Children's attainment and progress is generally good across all subjects except for their attainment in science which is acceptable. Children's understanding of Islamic concepts and skills are improving, as are their listening skills in both Arabic and English. Children's numeracy and investigative skills and their use of appropriate vocabulary is developing well. Children are active, engaged learners and in a few subjects, link their learning to everyday life. Their curiosity, creativity, and innovation are occasionally constrained by a lack of accessible technology.</li> <li>Children are keen to develop their understanding in purposeful learning environments. They respond very positively to their teachers and to their learning. Their positive engagement during assemblies and collaborative activities is a notably positive feature. Children are not always self-directed when need to make individual decisions such as those regarding making healthy eating choices.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Provision for learners</p>	<ul style="list-style-type: none"> <li>Teaching ensures active learning within well-established routines that provide security for learners. However, there are too few opportunities for paired, group and independent work. Teachers demonstrate a strong understanding of how children learn but their confidence in implementing an enquiry-based approach to learning is just emerging. Assessment is limited to that required to report to parents their child's current levels of attainment; it is not rigorously analysed to accurately evaluate children's progress towards meeting agreed targets.</li> <li>The curriculum is planned appropriately to meet the learning needs of most children. The recognition of differences in the abilities and learning needs of children, particularly the high achievers, is emerging; it requires further development. Across all subjects there is an emphasis on knowledge development rather than a balance knowledge, understanding and skills development. Learning corners are a welcome addition and provide curricular enrichment, as do stronger links to the UAE culture and heritage.</li> <li>The relationships between teachers and children are a notable strength of the nursery, with an ethos of warmth and caring strongly evident. The safeguarding and protection of children is at the forefront of the nursery's mission and procedures. The nursery successfully establishes and maintains high levels of children's attendance. The identification of, and support for children who are high achievers requires further development.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Leadership and management</p>	<ul style="list-style-type: none"> <li>The recently appointed principal is keen to improve the nursery, by developing appropriate next steps for improvement. Leaders and staff are beginning to improve teaching and learning. However, these changes have not had sufficient time to be fully embedded. Improvements have occurred in the nursery's provision for health and safety and its care and support. The school values parents as partners in their children's education. The nursery's community outreach programme is commendable.</li> </ul>

### The Best Features of The School:

- The capacity of the principal and middle level leaders to improve the learning experiences of children
- The parental support and strong links with the local community
- The children's strong understanding of Islamic values and their pride in, and awareness of Emirati culture

### Key Recommendations:

- Develop a more systematic and cohesive approach to assessment; identifying what children know and their next steps should be. Ensure teachers make effective use of these data to inform curriculum modification, teaching and learning.
- In order to track the progress for all groups of children more consistently, review the mathematics and science curricula to identify the learning expectations at each level of ability.
- Improve teaching for effective learning by:
  - developing children's skills and concepts through enquiry and differentiated learning activities
  - increasing expectations to ensure that challenge for the more able children are features in lessons.

## Overall School Performance

Good

### 1. Students' Achievement

		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	Good
 UAE Social Studies	Attainment	Good
		KG
<b>Learning skills</b>		Good

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

	KG
Personal development	Very good
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding
Social responsibility and innovation skills	Good

## 3. Teaching and assessment

	KG
Teaching for effective learning	Good
Assessment	Acceptable

## 4. Curriculum

	KG
Curriculum design and implementation	Good
Curriculum adaptation	Acceptable

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

	KG
Health and safety, including arrangements for child protection/ safeguarding	Very good ↑
Care and support	Good ↑

## 6. Leadership and management

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

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

## National Priorities

### National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of 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 :](#)

### For Development:

Not applicable

## Reading Across the Curriculum

- The analysis of data related to reading from required assessments is not yet established. As a result, children's progress in reading skills development is not tracked effectively. In lessons, teaching focuses wisely at this stage on the building of vocabulary, listening and speaking.
- Children are confident in attempting unknown words in texts they read across subjects and understand strategies to decode and blend new language.
- Children have appropriate opportunities to be read books in an engaging manner in group or individualised ways.
- The nursery has recently developed a reading policy but has not yet deployed a reading coordinator. Children's only opportunities to access print is are the classrooms and the reception area.

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

### For Development:

- Implement a library programme for improving reading strategies for teachers, children and their parents which will enable children in the nursery to be confident lifelong readers.

## Innovation

- Children are very keen to learn and enthusiastically follow teachers' guidance in lessons and activities. They do not yet routinely suggest or develop their own projects.
- The children take part in the school's community outreach to help others. They visit senior citizens and give presents. They celebrate National days with enthusiasm and pride.
- Approaches to teaching do not yet make the very best use of the newly developed classroom learning areas such as, the learning corners.
- Specialist rooms and areas for instance, the science laboratory and the learning corners enhance curricular provision. Children are beginning to use these facilities to explore and discover.
- Leaders value children' participation in the nursery and community projects. They do not yet facilitate children's thinking about leading projects or solving problems.

**The school's promotion of a culture of innovation is emerging**

### For Development:

- Coach children to promote skills of creativity and innovation by providing more opportunities for creative and critical thinking in lessons and during free play activities.

## Main Inspection Report

### 1. Students' Achievement

#### Islamic Education

	KG
Attainment	Good
Progress	Good

- In KG1 and KG2, children exhibit an improving picture of their understanding of Islamic concepts and skills. They show better recitation skills than they did in the previous academic year.
- Children make meaningful links to their daily-life experiences. They attain above expectations in their understanding of Islamic concepts such as, the belief in Allah and in helping needy people. However, their use of technology to enhance learning and progress remains limited.
- The Islamic department has adopted the newly approved Islamic education curriculum, and this helps children to explore more topics and improve their recitation skills.

#### For Development:

- Continue to support children to improve their skills of recitation.
- Use different resources such as, technology to enhance learning and meet children's different needs.

#### Arabic as a First Language

	KG
Attainment	Good
Progress	Good

- There have been few changes in the children's typical attainment or progress this year. Most achieve in line with, and a majority achieve above expectations.
- The development of children's language skills is improving over time. The listening skills of children are the most developed across KG2 as they exhibit no difficulty in understanding and responding appropriately to their teachers' use of standard Arabic. However, they show less confidence when initiating or engaging in simple conversations.
- The Arabic department is adopting the newly approved curriculum with appropriate material and activities. This approach successfully engages children in relevant and real-world topics. However, its impact is not evident, particularly with speaking skills.

#### For Development:

- Provide children with planned opportunities to improve their speaking skills.

## English

### KG

Attainment

Good

Progress

Good

- Achievement data indicate that a majority of children are achieving above the expected curriculum levels. This is evident in lessons, in their recent work, and also over successive years. Assessments in English are reliably well-matched to curriculum standards.
- From KG1 the children's well-developed listening comprehension helps them to follow increasingly complex instructions from their teachers. Their understanding of phonics is helping them to read and write short words with increasing confidence. Speaking skills across both levels do not develop as rapidly as other skills in language.
- Teaching, with well-focused active learning, is supporting children's development in listening, reading and writing. However, teachers do not always allow children to work together in pairs and to practice using new vocabulary. Similarly, free play opportunities are not always as language rich as they could be.

### For Development:

- Provide more frequent and regular opportunities for children to talk in pairs, so that they begin to share with each other new vocabulary and in free play contexts.

## Mathematics

### KG

Attainment

Good

Progress

Good

- KG1 and KG2 children demonstrate a good understanding of fundamental mathematics in numeracy. By KG2, a majority can read and write numbers up to 100 and are beginning to use their knowledge in solving two single digits addition problems.
- The majority of KG2 children are also able to identify 2D shapes and classify them by one attribute. However, the limited scope in exposing children to other concepts in mathematics, limits some children's progress in identifying and creating patterns, measurements, 3D shapes and time.
- A majority of children make better than expected progress because of focused teacher support, and the provision of more models and resources, to manipulate and deepen their understanding of mathematical concepts.

### For Development:

- Provide further mathematical learning opportunities within the outdoor provision to ensure that all the children are able to apply their skills independently in a consistent and confident way.
- Raise attainment by directing children to work on more personalised tasks that set appropriate targeted challenges.

## Science

### KG

Attainment

Acceptable

Progress

Good

- Most children demonstrate a secure understanding, knowledge and skills in science that are in line with curriculum expectations. Most KG1 children are beginning to understand attributes of magnets and springs, plant seeds and use science terminology appropriately. Older children enjoy activities such as planting, testing out gravity theory and researching planets.
- Progress for the majority of children is improving because of an increased focus in lesson in developing independence and confidence when exploring and conducting trial and error investigations. However, the impact of such changes are not yet measurable in improved children's attainment.
- The majority of children make better than expected progress because of the integration of science across all areas of learning using a thematic approach and the use of scientific tools.

### For Development:

- Review the science curriculum and align it with Ministry of Education (MoE) curriculum expectations.
- Improve teachers' knowledge about an enquiry-based approach to teaching science and ensure that the learning objectives develop children's observation and analytical skills.

## UAE Social Studies

### All phases

Attainment

Good

- A majority of children across KG attain well, based on their understanding of UAE culture and heritage, seen in lessons.
- In lessons children collaborate, follow directions and actively complete tasks. Assessment is not yet formalised; the nursery is not required to teach UAE social studies.
- Teachers have a secure knowledge of the subject and plan appropriate lessons. Differentiation of instruction is emerging. It is of varied quality and frequency.
- There is one stand-alone, 40-minute lesson each week for KG1 and KG2 children. Lessons are based on the MoE curriculum and taught in Arabic.

### For Development:

- Ensure that activities are differentiated to meet the needs of all children, especially for those who require more challenge.

## Learning Skills

KG

Learning skills

Good

- KG children are very keen to learn, and they engage enthusiastically in lesson activities. When given the opportunity, they are happy to share what they do well. They are often less clear about how to improve their learning and sometimes lack opportunities to work together in collaborative pairs or small groups.
- KG children enjoy taking turns and sharing resources in their groups. They play responsibly in free play settings, especially when using the activity and learning corners. In Islamic education and in English, children link their learning well to everyday life, but less so in mathematics.
- Children are beginning to use learning technologies capably such as, smartboards in lessons. However, as technologies are usually in fixed locations, children do not use technology as regularly or as flexibly as they could. This constrains their curiosity, creativity, and innovation.

### For Development:

- Provide children with more flexible use of technology to enable them to express how and what they want to learn, and how to be creative and innovative.

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

KG

Personal development

Very good

- Children respond positively to their teachers and contribute actively to the purposeful learning environments. They engage enthusiastically in most activities. Although they work well in groups, opportunities for independent work are limited. Children are self-disciplined, respond well to others, and rarely require direct supervision or need intervention from their teachers.
- Relationships between children and their teachers are positive, caring and compassionate. Children contribute well to the inclusive nature that pervades the nursery. To support children's healthy eating, the school has appointed a nutritionist who provides healthy snacks. Children's awareness about safety is increasing.
- Children are confident when speaking, especially during assemblies. They are eager to participate in lesson activities and are motivated to try their best. Children's attendance shows signs of improving.

KG

Understanding of Islamic values and awareness of Emirati and world cultures

Outstanding

- Children show a very strong understanding and appreciation of the values and principles of Islam. They help to promote the Islamic values and culture across the nursery and support a range of activities to help others less fortunate than themselves.
- Children show an excellent understanding of the Emirati culture. They understand aspects of life in the UAE now and in the past and can compare the two periods in time. Children celebrate all the UAE events such as, the National and Flag days.
- Children demonstrate a very deep understanding of their own culture. They show respect to other nationalities in the school. Their understanding of wider world cultures is strong and steadily improving due to opportunities provided within the community.

KG

Social responsibility and innovation skills

Good

- Children are provided with opportunities to be involved in their community by participating in local events. Children are given the opportunity to be creative and innovative in applying what they know to other areas of learning in better lessons.
- Children care for their nursery and understand their responsibilities in and around the premises. They are beginning to apply their own understanding of enterprise through various activities. However, presently they are applying what they currently know rather than learning through role-play.
- Opportunities are provided for children to develop more fully their empathy and understanding of others. Campaigns such as 'feed the needy' are supporting children's understanding of the importance of zakat and sadaqa.

**For Development:**

- Develop more programmes and activities to develop children's understanding of environmental sustainability.

### 3. Teaching and assessment

KG

Teaching for effective learning

Good

- Teachers create a positive learning environment and use resources effectively to support children to be successful learners. Most teachers have strong subject knowledge and understand how children learn best. The use of circle time and corners of interest by teachers is helping to meet children's diverse learning needs.
- Teacher-child interactions are of high quality. Teachers of Islamic education and Arabic are beginning to provide children with opportunities for independent learning, enabling them to make better links to real life. Teaching in other subjects, where teachers dominate lessons, is limiting the development of skills of analysis, exploring, and independent problem-solving.
- The majority of teachers use effective strategies to meet the individual needs of most children. They often provide appropriate levels of challenge and support, although there are inconsistencies between subjects. Children's skills in innovation, research, and independent learning are emerging.

**KG**

**Assessment**

Acceptable

- Internal assessment systems of and for learning are in place throughout the nursery to measure attainment and to track progress of children in the key subjects. However, these are not fully aligned to the MoE curriculum standards and as such, they lack coherence, accuracy and validity.
- The nursery has not fully identified the levelled performance indicators in order to benchmark children's attainment against the curriculum standards. The data collected are not analysed accurately. The setting of challenging targets and tracking children's progress in lessons and over time, remains underdeveloped.
- Teachers have a good knowledge of the strengths and weaknesses of individual children. An increasing number are analysing children's strengths and weaknesses but are not yet skilfully using this when modifying lesson plans to include appropriately differentiated instruction.

**For Development:**

- Develop a more coherent and robust assessment system to enable teachers to track children's progress more accurately by:
  - aligning all internal assessment procedures to the Ministry of Education (MoE) curriculum standards
  - identifying the main performance indicators in order to assess children's outcomes more reliably.

**4. Curriculum**

**KG**

**Curriculum design and implementation**

Good

- The curriculum is enriched to ensure the effective development of knowledge, but with limited reference to skills development it is not sufficiently balanced. Planning for progression in learning is more secure.
- Teachers planning effectively promotes an interesting, enhancing learning environment. However, teachers seldom include cross-curricular links or ways to facilitate children's transfer of learning between different subjects. UAE social studies is well-integrated across subjects.
- The nursery has introduced a subject-based curriculum in response to the recommendations from the last inspection, as well as curriculum review using feedback from teachers and parents. This is now helping to provide for the various levels of ability, as well as supporting the development and application of knowledge and skills.

KG

Curriculum adaptation

Acceptable

- The nursery has recently modified the curriculum for all subjects to meet the needs of different groups of children. Positive impacts on children's learning are merging. However, there remain inconsistencies in effectively planning for all groups, including for students of determination and lower achievers.
- The nursery offers a range of activities and experiences designed to motivate and inspire all children. The introduction of learning corners for children to explore and discover independently is still evolving. A regular programme of trips and visits enhances children's academic and personal development.
- The curriculum provides links to UAE culture and society with timetabled sessions for UAE social studies. This provides children with effective, regular and successful enhancement of their understanding of the heritage and culture of the UAE.

#### For Development:

- Ensure that the entire curriculum provides children with opportunities to improve their learning.
- Use cross-curricular links more skilfully, to assist the transfer of learning skills between subjects.
- Enhance teachers' understanding of different ability groups and how to modify the curriculum to meet children's needs.

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

KG

Health and safety, including arrangements for child protection / safeguarding

Very good ↑

- The nursery has a range of policies and procedures, including those of child protection and safe school transport, to ensure the safety of children at all times. Leadership is proactive in responding to any issues that arise, such as the lack of seat belt usage on the buses. The Road Transport Authority (RTA) and the local police make regular presentations to children regarding keeping safe and being safety conscious.
- Staff actively supervise children at all times from arrival to the nursery, throughout the day, and until bus departure. Healthy foods and hygiene are topics that are highlighted to ensure that children fully understand the importance of living a healthy life and making healthy choices.
- Almost all parents believe their children are safe and well cared for. The nursery fences ensure that the premises are secured. Newly purchased, good quality, purpose-built furniture for young children underpins an increasingly positive learning environment.

KG

Care and support

Good 

- Nursery staff demonstrate warm, affectionate care for children, which results in very strong and trusting relationships between children and staff. Behaviour is increasingly well-managed, with sensitive support for children who very occasionally find it hard to co-operate. Improving attendance levels are well-supported by careful checks and the effective follow-up of children's absence.
- The nursery's identification of children's learning needs is accurate, overall. Effective support for children of determination is provided both in class and in the nursery's attractive support area. There is scope to develop provision for children with particular gifts or talents.
- Teachers supportive interventions help children's academic, personal and social development. The school monitors children's health and well-being with great care. Teachers and parents work together to support the children to thrive. There are particularly well- developed lines of communication.

**For Development:**

- Develop more robust systems for the identification and support for children who may have particular gifts and talents and provide activities that challenge them in their learning.

**Inclusion of students of determination**

Provision and outcomes for students of determination

Acceptable 

- The Leaders' clear vision and direction ensures effective advice to class teachers, and more effective interventions and outcomes for students of determination, especially in Arabic. Governors support improvements to levels of provision for students of determination by improvements to facilities and resources in the newly renovated premises.
- The nursery's procedures to identify students' barriers to learning are effective overall. They are less evident for the identification of those with gifts and talents. Individual education plans (IEPs) are effective teachers guides. They provide appropriately measurable learning targets and detail suitable support strategies.
- Parents are active partners in their children's education and are included in the reviews of IEP's. There is effective sharing of nursery and parent perspectives and of advice. Parents value the nursery's inputs to support their children's progress.
- Well-focused support in the nurse's learning centres includes children's use of learning technologies. In-class support is often effective, for example in Arabic. The overall quality of modification remains positive. However, effective assessment practice across the key subjects is not consistently applied.
- The nurse's small number of identified students of determination make at least acceptable progress in their learning and personal development. Provisions and targets in IEPs make a positive contribution to children's progress. The personal development target for greater independence of learning is slowing being achieved.

**For Development:**

- Identify children with gifts and talents and support them with suitable interventions.
- Ensure that the personal development targets of children help them to become more independent learners.
- Provide support to help teachers to meet the wide range of learning needs more effectively.

## 6. Leadership and management

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

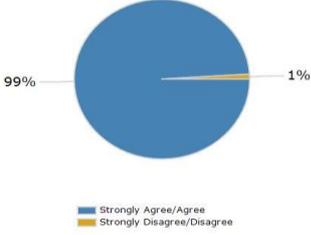
- The principal is beginning to influence positive changes in the relatively short time since assuming the role. Leaders are committed to the UAE priorities and in becoming an inclusive nursery. They demonstrate a secure understanding of the requirements for the nursery's next steps for improvement. The nursery has improved its provision for the care, protection and support of its children since the last inspection.
- Leaders begin to have a better understanding of the children's overall strengths in achievement and recognise the areas that require improvement. However, the nursery's assessment data and analyses are not sufficiently accurate to reliably inform the nursery's self-evaluation processes and help guide its improvement planning.
- The nursery engages parents extremely well as partners in their children's education. Effective communications keep parents well-informed about their children's learning. Social media groups, linked to individual classes, provide two-way interactions between nursery and home. Parents value the frequent and regular reports they receive about their children's learning and personal development. The nursery's community outreach programme is very well-developed. Teachers and parents, working together, support children's involvement in wide-ranging charitable activities and national celebrations.
- The governing board includes Women's Association members. Governors ensure that qualified teachers and leaders are employed, and they support the provision of resources to address areas that require improvement.
- The nursery's daily routines run smoothly, from the warm and welcoming morning reception to the end-of-day farewells and departures. The recently refurbished, and brightly furnished accommodation, supports children's learning and personal development. Learning technology has been supplemented with smartboards and an IT suite together with portable devices. In-class resources include motivating and engaging learning aids such as boy-friendly phonics materials. The centrally located library displays attractive story books alongside graduated reading books aligned to curricular provision.

### For Development:

- Ensure that all teachers promote creativity and learning by discovery.
- Enhance teachers' understanding of the use of assessment data to influence curriculum, teaching, learning and assessment.
- Promote children's independence through the use of library books and their use of portable learning technology and link these students' topics of interest.

## Views of parents and students

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

 <b>Students</b> No. of responses = 0	 <b>Parents</b> No. of responses = 79						
	<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>99%</td> </tr> <tr> <td>Strongly Disagree/Disagree</td> <td>1%</td> </tr> </tbody> </table>	Response	Percentage	Strongly Agree/Agree	99%	Strongly Disagree/Disagree	1%
Response	Percentage						
Strongly Agree/Agree	99%						
Strongly Disagree/Disagree	1%						

 <p><b>Students</b></p>	<p>Not applicable</p>
 <p><b>Parents</b></p>	<ul style="list-style-type: none"> <li>Parents are typically satisfied with the quality of education that the nursery provides for their children. They state that leaders listen to them and act on their views. They feel that their child is safe at the nursery and well cared for. Most parents are involved in their children's learning activities but only a small number do so on a regular basis. These inspection team concur with the parents' comments.</li> </ul>

## What happens next?

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

- recommendations from DSIB
- areas identified by the school as requiring improvement
- other external reports or sources of information that comment on the work of the school
- priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

Dubai Schools Inspection Bureau  
Knowledge and Human Development Authority

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