

Inspection Report



Al Maaref Private School (LLC)

2014-2015



إكسبو 2020
دبي، الإمارات العربية المتحدة
DUBAI, UNITED ARAB EMIRATES

www.khda.gov.ae



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?	14
How good are teaching and assessment?.....	15
How well does the curriculum meet the educational needs of all students?.....	16
How well does the school protect and support students?	16
How well does the school provide for students with special educational needs?	17
How good are the leadership and management of the school?	18
What are the views of the Principal, parents, teachers and students?	20
What happens next?	21
How to contact us	21

School information



General information

Location	Al Qusais
Type of school	Private
Opening year of school	1987
Website	www.almaaref.ae
Telephone	04-2988881
Address	Al Qusais, Amman Street- Al Quays, P.O. Box 87823
Principal	Jacobus Petrus Daffue
Language of instruction	English
Inspection dates	3 rd - 6 th November 2014



Students

Gender of students	Boys and Girls
Age range	4 - 18
Grades or year groups	KG 1 - Grade 12
Number of students on roll	1700
Number of children in Pre-K	0
Number of Emirati students	585
Number of students with SEN	45
Largest nationality group of students	Arab



Teachers / Support staff

Number of teachers	106
Largest nationality group of teachers	Egyptian
Number of teacher assistants	14
Teacher-student ratio	1:24
Number of guidance counsellors	3
Teacher turnover	20%



Curriculum

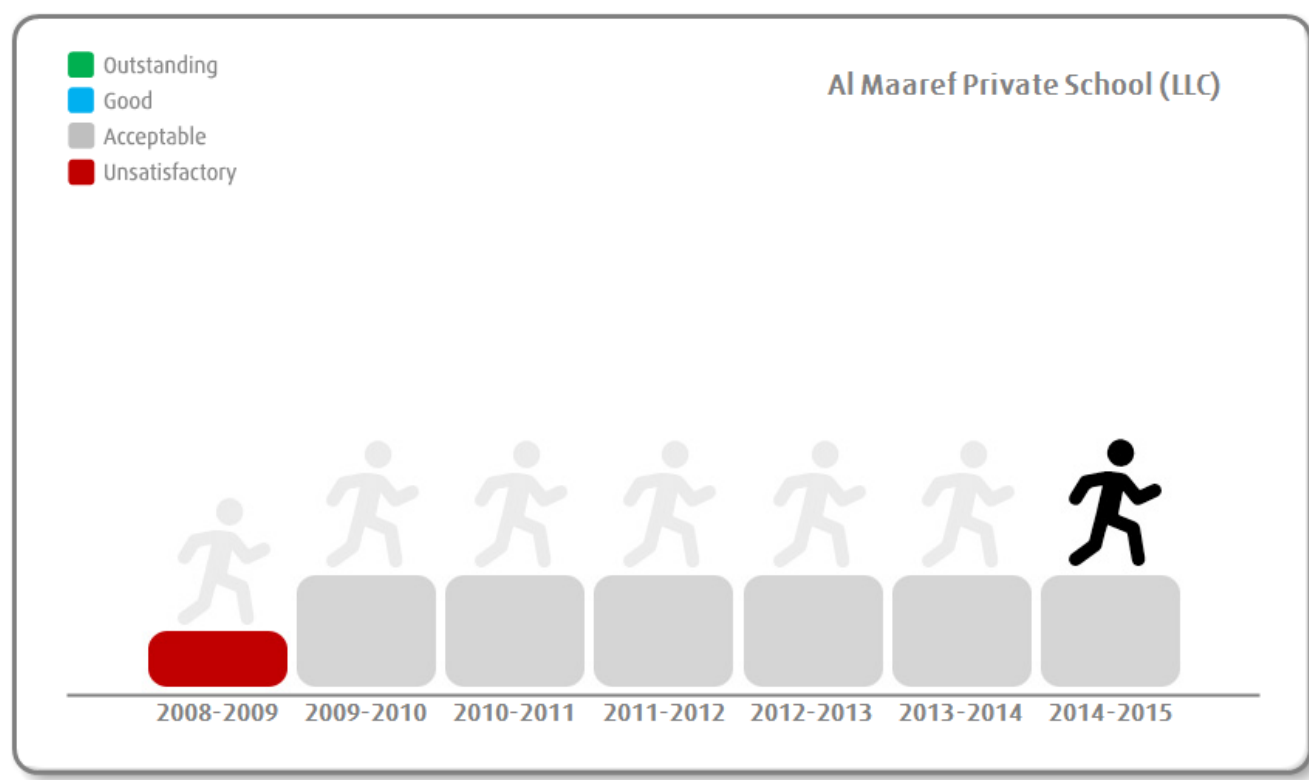
Educational Permit	US
Main Curriculum / Other	US / California
Standardised tests / board exams	SAT; ACER IBT
Accreditation	Advanced Ed



Dear Parents,

Al Maaref Private School (LLC) was inspected by DSIB from 3rd - 6th November 2014, and the overall quality of education provided by the school was found to be **Acceptable**

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

- Students made good progress in Arabic as a first language in the Middle and High Schools.
- Students demonstrated highly positive attitudes, good behaviour and enthusiasm for learning.
- Students showed a strong understanding of Islamic values.

Areas for improvement

- Improve teaching, learning and assessment in all phases of the school, particularly in the Kindergarten.
- Ensure all lessons take full account of the school's stated US curriculum requirements.
- Provide support in all lessons for students with special educational needs so that they make good progress in their learning.
- Ensure all school leaders have an accurate knowledge of the school's strengths and weaknesses.
- Ensure the Board of Governors effectively supports the school in making improvements.

We warmly encourage you to read the full 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 help you understand, and encourages you to support, your child's school.

Yours sincerely,

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

A closer look at Al Maaref Private School (LLC)



How well does the school perform overall?

Al Maaref Private School provided an '**Acceptable**' quality of education for its students.

- Students' attainment and progress were mostly acceptable. Attainment was good in Islamic Education and Arabic as a first language in the Middle School. Progress was good in Arabic as a first language in the Middle and High schools.
- Students were enthusiastic learners and almost all were well behaved. They took pride in their national culture and identity.
- The quality of teaching, learning, assessment and the curriculum needed further improvement throughout the school, particularly in the Kindergarten.
- The provision of a US curriculum and appropriate standards were not evident in all lessons.
- Punctuality was an issue for a few students at the start of the school day.
- A few new school leaders were providing a more focused direction for school improvement. Some had an unrealistic view of the school and did not focus on the school's priority areas for improvement. The Board of Governors had not appropriately aided school improvement with sufficient support to address the significant challenges the school faced and in helping it to deliver its promise to parents of the provision of a US curriculum.



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

- Students with identified special educational needs were provided with appropriately-targeted instruction from specialist teachers when occasionally withdrawn from mainstream classes. Their progress in their learning and development was only acceptable. This was because of variations in the quality of teaching, and the lack of support provided to them in lessons.
- A small number of students had been identified as having special educational needs. Individual education plans with appropriate learning targets were developed for these students.
- Only some teachers modified the curriculum in their lessons to meet the needs of students with special educational needs. This restricted the progress students made in lessons.

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

		KG	Elementary	Middle	High
 Islamic Education	Attainment	Not Applicable	Acceptable	Good	Acceptable
	Progress	Not Applicable	Acceptable	Acceptable ↓	Acceptable
 Arabic as a First Language	Attainment	Not Applicable	Acceptable	Good	Acceptable
	Progress	Not Applicable	Acceptable	Good	Good ↑
 Arabic as an Additional Language	Attainment	Not Applicable	Acceptable	Acceptable	Not Applicable
	Progress	Not Applicable	Acceptable	Unsatisfactory	Not Applicable
 English	Attainment	Unsatisfactory	Acceptable	Acceptable	Acceptable
	Progress	Unsatisfactory	Acceptable	Acceptable	Acceptable
 Mathematics	Attainment	Unsatisfactory	Acceptable	Acceptable	Acceptable
	Progress	Acceptable ↑	Acceptable	Acceptable	Acceptable
 Science	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Unsatisfactory	Acceptable	Acceptable	Acceptable
		KG	Elementary	Middle	High
Learning skills		Unsatisfactory	Acceptable	Acceptable	Acceptable


↑ Improved from last inspection

↓ Declined from last inspection



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

	KG	Elementary	Middle	High
Personal responsibility	Good	Good	Good	Good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
Community and environmental responsibility	Acceptable	Acceptable	Acceptable	Acceptable

3. How good are teaching and assessment?

	KG	Elementary	Middle	High
Teaching for effective learning	Unsatisfactory	Acceptable	Acceptable	Acceptable
Assessment	Unsatisfactory	Unsatisfactory	Acceptable 	Unsatisfactory

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

	KG	Elementary	Middle	High
Curriculum quality	Unsatisfactory	Acceptable	Acceptable	Acceptable
Curriculum design to meet the individual needs of students	Unsatisfactory	Acceptable 	Acceptable 	Unsatisfactory

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

	KG	Elementary	Middle	High
Health and safety	Good	Good	Good	Good
Quality of support	Acceptable	Acceptable	Acceptable	Acceptable

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

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



School Inspection Report

Overall school judgement

Acceptable

Key strengths


- Students made good progress in Arabic as a first language in the Middle and High Schools.
- Students showed good behaviour and attitudes, and enthusiasm for learning.
- Students demonstrated personal responsibility and a strong understanding of Islamic values and cultural identity.


Changes since the last inspection

- Students' progress improved in Arabic as a first language in the high school phase.
- Children's progress in mathematics and their attainment in science improved in the Kindergarten.
- The quality of assessment improved in the Middle School.
- There was improvement in curriculum design in the Elementary and the Middle Schools.
- Students' progress in Islamic education declined in the Middle School.


Recommendations

- Governors must ensure that:
 - they recruit high quality teachers to improve the quality of teaching and the provision of an appropriate US curriculum
 - the professional development of staff results in improved teaching and in the delivery of the curriculum standards, levels, tests and skills of the school's chosen US curriculum
 - the school facilities and resources, including learning technologies, are suitably varied, relevant and of high quality.
- Improve children's learning in the Kindergarten by providing a high quality programme that meets the needs of all groups of learners.
- Ensure leaders and teachers make effective use of assessment information, including the findings of international benchmark tests, to improve students' learning and progress.
- Provide appropriate support in lessons for students with special educational needs, including modifications to teaching and learning, to make sure they make good progress.
- Accurately identify the strengths and weaknesses of the school, construct an appropriate action plan, and measure the success of actions taken based on improvements in students' learning.

 Improved from last inspection

 Declined from last inspection

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


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

- Most children's communication and language skills were underdeveloped. This limited language development inhibited their progress in other areas of learning. Children's coordination, gross and fine motor skills and their personal and social development were satisfactorily developed. They made acceptable progress in the creative arts.
- The majority of children made progress in counting to twenty, in matching numbers to objects and in identifying shapes.
- Children developed an understanding of the world around them. However, they had too few opportunities to investigate and find things out for themselves. Their experimentation and problem-solving skills needed to be developed.


Elementary		
Subjects	Attainment	Progress
Islamic Education	Acceptable	Acceptable
Arabic as a First Language	Acceptable	Acceptable
Arabic as an Additional Language	Acceptable	Acceptable
English	Acceptable	Acceptable
Mathematics	Acceptable	Acceptable
Science	Acceptable	Acceptable

- In Islamic Education, the majority of students could accurately recite the short Surahs of the Holy Qur'an and explain the appropriate conditions for prayer. They could apply what they had learned to their own lives.
- In Arabic as a first language, the majority of students were able to listen and accurately communicate their point of view in formal Arabic. Most made better progress in listening and responding than in reading and writing.
- In Arabic as an additional language, the majority of students could listen to, and follow instructions. Reading comprehension required further development. Writing was underdeveloped with too great an emphasis given to simply copying text.
- In English, most students had better speaking than writing skills. There were few opportunities in lessons to develop their reading and writing skills other than through textbook work.
- Attainment and progress of students in mathematics was just in line with curriculum standards due to teachers' low expectations and lack of understanding of how students learn effectively.

- In science, students' attainment was inhibited by weak teaching strategies such as drill and practice. Students simply repeated the teachers' words and showed little comprehension. Their progress was restricted by rote learning and repetition of facts rather than enquiry, inference and prediction in real-life investigations.

Middle		
Subjects	Attainment	Progress
Islamic Education	Good	Acceptable 
Arabic as a First Language	Good	Good
Arabic as an Additional Language	Acceptable	Unsatisfactory
English	Acceptable	Acceptable
Mathematics	Acceptable	Acceptable
Science	Acceptable	Acceptable

- Most students understood the value of the Salat-ul-Sunnah, could explain features of Islamic clothing and showed expected progress in their understanding of Islamic morals and etiquette. However, they made little use of the verses of the Holy Qur'an in their talking and explanations. Didactic teaching slowed progress in students' understanding of the key role of worship in Islam.
- In Arabic as a first language, most students understood standard Arabic and responded well to the teachers' questions. Most could communicate their ideas with accuracy and fluency and express their views in formal Arabic, but higher-order and critical thinking skills were less well developed. Girls were confident speakers and could use a range of vocabulary, correct sentence structures, and extend speech.
- Most students in Arabic as an additional language attained in line with curriculum expectations. They could engage in a conversation using simple dialogue. However, their reading skills were weaker, and students were unable to pronounce unfamiliar words accurately. The students' level in writing was below expectations, with the majority of students copying sentences and only a few demonstrating an ability to write their own sentences.
- In English, most students attained the expected knowledge and skills for their stage. There were very few opportunities for them to engage in meaningful, motivating and appropriately challenging language activities that supported the language needs of all students.
- In mathematics, the progress of girls was significantly better than that of the boys. Girls attained well in identifying shapes, establishing their properties and confidently deriving and using formulae.
- In science, most students made gains in understanding basic scientific facts. However, ineffective teaching limited attainment and progress. External test data results showed students attaining below expectations, although girls achieved better than boys.

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

- Most students' understanding in Islamic Education was in line with curriculum expectations. They knew that Islam was applicable to all walks and phases of life and most knew and understood a little of Islamic law. Linking concepts and morals to Islamic sources such as the verses of the Holy Qur'an and Hadith was limited. Boys made better progress than girls mainly due to differences in the quality of teaching.
- Most students in Arabic as a first language demonstrated secure listening, responding and extended writing skills. These skills were observed more in girls' classes. Students made better progress when teaching was effective.
- In English, most students attained levels of knowledge and skills that were in line with curriculum expectations. However, there was not always time in lessons for activities to focus on new skills and open-ended challenge. Students required more opportunities to develop their critical thinking skills and to apply and develop their speaking, listening, writing and reading skills.
- In mathematics, most students were able to show an adequate understanding of concepts such as real and imaginary numbers, the properties of logic, and matrix theory and its properties.
- In science, most students demonstrated expected attainment and were beginning to apply their knowledge. The majority of girls achieved better results in external examinations than boys. Most students needed to develop their critical thinking skills further, and to have more opportunities to answer challenging questions and to solve more complex scientific problems.

	KG	Elementary	Middle	High
Learning skills	Unsatisfactory	Acceptable	Acceptable	Acceptable

- When given the opportunity, students in the Elementary, Middle and Senior Schools demonstrated an ability to engage in, and take responsibility for their learning. Girls were more often purposefully engaged and were more positive about their learning than boys. This was not as evident in the Kindergarten.
- The majority of students in the Elementary, Middle and Senior Schools could interact and collaborate with others well in lessons when given the opportunity.
- Students could make some connections between learning areas and could apply their learning to the real world in some of the subject areas.
- Opportunities for students to develop their enquiry and research skills were limited in all phases, but particularly in the Kindergarten. There were limited opportunities for students be active in their learning, to think critically, to solve problems and to investigate independently.

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

	KG	Elementary	Middle	High
Personal responsibility	Good	Good	Good	Good

- Students had positive and responsible attitudes.
- Overall, students were well-behaved both in and out of classes.
- Most students were respectful toward their teachers and classmates.
- Attendance was good at all phases except in Kindergarten, where it was acceptable. A few students needed to improve their punctuality at the start of the day.
- All students needed to improve their understanding and adoption of a healthy lifestyle.

	KG	Elementary	Middle	High
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good


- Students had a strong understanding of Islamic values and culture of Dubai.
- Most students had respect for the heritage and the various cultures of the United Arab Emirates.
- Students' understanding of wider world cultures needed to be developed further.

	KG	Elementary	Middle	High
Community and environmental responsibility	Acceptable	Acceptable	Acceptable	Acceptable

- Most students were aware of their responsibilities in the school community. However, they felt that their views had little influence on the school's development, especially regarding academic matters. Students' involvement with the local community was beneficial but inconsistent.
- Most students had a positive work ethic but lacked initiative. They relied too much on adults to help them and to make decisions for them.
- The majority of students took good care of their immediate surroundings. They had some awareness of environmental issues and were occasionally involved in activities to support sustainability and conservation.



3. How good are teaching and assessment?

	KG	Elementary	Middle	High
Teaching for effective learning	Unsatisfactory	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> Most teachers had good subject knowledge, however knowledge of how students learned was variable. This lack of knowledge was more evident in the Kindergarten. The quality of teaching was inconsistent, with only a majority of the teachers delivering the learning objectives they planned for. Too little attention was given to challenging students and to setting high expectations, particularly of Kindergarten children. Teachers ensured that all students are sufficiently engaged in lessons, and used a range of questions in their interaction with the students. Teaching strategies in a number of lessons were too narrow and did not meet the needs of all learners. Teaching in a few stages and subjects allowed students to make steady progress in developing their critical thinking and independent learning skills. However, in the majority of cases, insufficient attention was given by teachers to develop students' use of English, critical thinking skills, and independent learning skills. In the teaching of Arabic as a first language, there was a lack of consistency in the way students were provided with good quality feedback so that they understood how to improve their work. 				

	KG	Elementary	Middle	High
Assessment	Unsatisfactory	Unsatisfactory	Acceptable 	Unsatisfactory
<ul style="list-style-type: none"> Assessment practices were not sufficiently linked to the school's stated curriculum standards. Internal tests developed by teachers and annual diagnostic testing did not give a realistic view of students' performance. International external test results, such as ACER and SAT, were not used to guide planning and to make adjustments to the curriculum to meet the needs of students. Teachers lacked an understanding of how to analyze data and to use this information to improve teaching and learning. The use of assessment data to understand each student's strengths and weaknesses and to track individual progress was more developed in the middle phase. Students' written work was marked by teachers but this provided little constructive feedback to enable students' to understand their level of achievement and their next steps in learning. Across the school, the use of student self- and peer-assessment was inconsistent. 				

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

	KG	Elementary	Middle	High
Curriculum quality	Unsatisfactory	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> The curriculum in the Elementary, Middle and High Schools had a clear rationale and was aligned to the United States' Common Core Standards of the State of California. There were significant gaps in programmes which disrupted children's continuity in learning. This was particularly evident in the Kindergarten curriculum, which did not have appropriate transition from KG 1 to KG 2. The delivery of the curriculum relied heavily on the use of textbooks, with only a few modifications made to provide engaging, enriching instruction and differentiated activities, particularly for the most and least able students. Cross-curricular links and application of learning to real-life were limited. There was a regular review of the curriculum to ensure appropriate provision of the majority of subjects. A few subjects had a better developed programme of study aligned to set standards. The quality of the curriculum that students experienced in Arabic as a first language was restricted because teachers had a limited understanding of how to deliver the programme creatively and effectively in lessons to meet the needs of all students. 				

	KG	Elementary	Middle	High
Curriculum design to meet the individual needs of students	Unsatisfactory	Acceptable 	Acceptable 	Unsatisfactory
<ul style="list-style-type: none"> A few adjustments were made to the curriculum to meet the needs of groups of students but overall, failed to meet the requirements of those with special educational needs and of those for whom English was a second language. This was particularly evident in the Kindergarten. The curriculum in the High School did not provide enough choice in the selection of courses to fulfill all students' interests and aspirations. Students did not have a sufficient range of extra-curricular activities to choose from. The school provided children in Kindergarten with a good number of lessons each week in Arabic as a first language which enabled children to develop their basic vocabulary. 				

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

	KG	Elementary	Middle	High
Health and safety	Good	Good	Good	Good
<ul style="list-style-type: none"> A child protection policy was in place but this had yet to be fully shared with all staff and students. There were effective procedures for protecting students from bullying at school. However, the school had not sufficiently addressed the potential dangers of the Internet, social media and cyber-bullying. There were reliable systems to ensure students' health and safety, including appropriate record-keeping. Students were well-supervised at the school and on school transport. The premises and facilities provided a suitable environment in which almost all students could learn. Buildings and equipment were hygienic and kept in a good state of repair. Students were given some advice about healthy living, although this was not systematically promoted throughout the school. 				

	KG	Elementary	Middle	High
Quality of support	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> Most staff had good relationships with students and behaviour was managed well in most classes. The school had systems to promote attendance and punctuality such as follow-up on absence. However, steps taken to improve attendance, and in particular, punctuality, were inadequate. The quality and extent of identification of students with special educational needs lacked consistency. The quality of support for students with special educational needs was also inconsistent. Practice was more effective in the lower grades. Most teachers demonstrated high levels of care for their students. However, boys in the upper elementary, middle and senior classes did not have adequate access to guidance and counselling support. 				

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"> School leaders invested in additional instructional resources, including a new teacher for children with special educational needs in the Kindergarten and Grades 1 and 2. A few students with special educational needs were identified and individual educational plans were developed. These plans had appropriate learning targets, however they did not specify students' starting points. Teachers had not yet consistently applied curriculum modifications and planned support in lessons for students with special educational needs. However, withdrawal programs provided appropriate targeted instruction and supported these students' progress. The parents of children with special educational needs expressed appreciation for the support programme available to students and for the parenting advice given to them. Staff had not evaluated the extent to which students' learning targets in their individual learning plans had been met to assess the extent of their progress. 	

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

	Overall
The effectiveness of leadership	Acceptable
<ul style="list-style-type: none"> School leaders were committed, well intentioned, and aware that further improvements needed to be made. However, the future direction and vision for the school were not clearly set out and understood by all. Leaders were generally clear about their roles and responsibilities, and relationships and communications were largely productive. Staff and students knew in general terms what was expected of them. Leaders demonstrated sufficient capacity to make improvements if supported effectively by the Governing Board. Leaders had achieved some success in improving aspects of the school, including the appointment of new leaders. They had not yet fully ensured that learning, teaching, and assessment had improved or that the US curriculum chosen by their school was consistently implemented. 	

	Overall
Self-evaluation and improvement planning	Unsatisfactory
<ul style="list-style-type: none"> Self-evaluation was poorly understood by school leaders and teachers, and remained undeveloped. A few school leaders did not have a realistic view of the strengths and weaknesses of the school. Performance management of staff was in place but did not consistently result in improvements in teaching and learning. The analysis of teachers' professional development requirements was ineffective. The school's action plan did not indicate that valid internal or external achievement data was used to determine appropriate priorities for action, with student improvement as the criterion for success. There had been partial progress in meeting the recommendations from the previous inspection report. 	




	Overall
Parents and the community	Acceptable
<ul style="list-style-type: none"> There were some established links with parents and occasional parental involvement in the school. Communications to keep parents fully informed about aspects of the work of the school were not always issued in good time and were not fully effective. Reporting was regular and informative, but students' progress reports did not provide sufficient individual information, particularly in relation to students' next steps for their learning. The school had established a few purposeful links with the wider community. 	

	Overall
Governance	Acceptable
<ul style="list-style-type: none"> • The Governing Board had sought the views of stakeholders in the school, including parents. • The Governing Board had not held the school sufficiently to account for its actions and outcomes for students. • The Governing Board had improved leadership capacity of the school with the appointment of new effective leaders. However, it had not done enough to support the school in addressing the many challenges it faced. 	

	Overall
Management, staffing, facilities and resources	Acceptable
<ul style="list-style-type: none"> • The management of day-to-day procedures and routines was effective and efficient. • The majority of staff were suitably qualified and staff were deployed well. • Staff training undertaken was relevant but it did not have a sharp enough focus on delivering the school's priorities for improvement. • The premises were appropriate for learning, however the library and resource materials were inadequate to fully support students' learning. 	

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

Before the inspection, the views of the Principal, 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. 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	81	7%
	Last year	113	11%
 Teachers	13		12%
 Students	26		13%

- Only a few parents, teachers and students responded to the questionnaires.
- The majority of students and a minority of parents were not satisfied with the quality of education available at school.
- Students and parents were concerned about the quality of teaching and teachers’ poor English speaking skills, the limited range of subjects and activities available to students, and the quality of resources to support learning and teaching.
- Almost all parents stated that their children were safe at school, but a minority felt that the school was not adequately alerting their children to the dangers of cyberbullying.
- Students felt that their views were not listened to or considered.
- A few parents were concerned about the quality of teaching and learning.
- Many parents were concerned by the high annual turnover of teachers and the heavy school bags that their children had to carry to and from school.

*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