

# INSPECTION REPORT

2022-2023



**M S B PRIVATE SCHOOL**

**UK CURRICULUM**

**VERY GOOD**

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## SCHOOL INFORMATION

### GENERAL INFORMATION

	Location	Al Nahda
	Opening year of School	1992
	Website	www.msbdubai.com
	Telephone	97142677100
	Principal	Nafisa Zoher Arsiwala
	Principal - Date appointed	12/20/2019
	Language of Instruction	English
	Inspection Dates	16 to 20 October 2022

### STUDENTS

	Gender of students	Boys and girls
	Age range	3 to 18
	Grades or year groups	FS 1 to Year 13
	Number of students on roll	1183
	Number of Emirati students	0
	Number of students of determination	67
	Largest nationality group of students	Indian

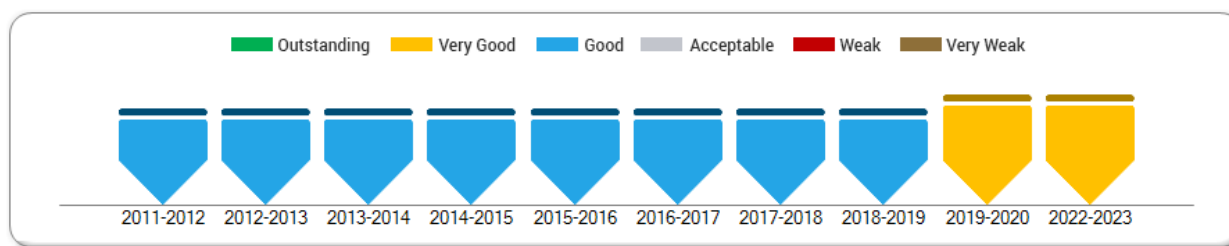
### TEACHERS

	Number of teachers	117
	Largest nationality group of teachers	Indian
	Number of teaching assistants	20
	Teacher-student ratio	1:10
	Number of guidance counsellors	1
	Teacher turnover	15

### CURRICULUM

	Educational Permit/ License	UK
	Main Curriculum	UK
	External Tests and Examinations	IGCSE
	Accreditation	None

## School Journey for M S B PRIVATE SCHOOL



## Summary of Inspection Findings 2022-2023

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

### STUDENTS OUTCOMES

- At Foundation Stage (FS), children have very high levels of attainment in mathematics and science and, in Primary and Secondary, they have very high levels of attainment in English, mathematics and science. They make very good progress in Islamic Education in Secondary.
- Since the students' return to school from the period of online learning, there has been an appropriately strong focus on developing their personal and social skills, as well as their English language skills. In all phases, interactions between students are marked by high levels of cooperation and support. Older students engage enthusiastically in entrepreneurial initiatives and display their creativity.

### PROVISION FOR LEARNERS

- There has been an influx of new teachers to the school, a large minority of them unqualified. Teaching is more secure at FS and Secondary than in Primary. Recently, staff training for teachers is helping to raise standards. The school has very effective systems to collect and analyse assessment data to identify gaps in learning and to plan interventions.
- The curriculum is aligned to the National Curriculum for England. Effective curriculum planning facilitates students' smooth transition between phases. The curriculum offers students opportunities to be innovative and creative. It is enhanced through an increasingly diverse range of extra-curricular activities. Adaptations to the curriculum have ensured that support for students has improved.
- The health and safety of all students and members of staff is a high priority. Leaders ensure that policies and practices are implemented effectively. Comprehensive records are maintained. Highly-efficient arrangements for school transport are in place. The supervision of students is very carefully managed. The premises are secure, hygienic, and maintained very well. Students enjoy leadership roles and members of staff feel appreciated.

### LEADERSHIP AND MANAGEMENT

- The leaders' vision promotes an all-round view of education that is strongly supported by parents and shared with all stakeholders. School managers have appropriately identified the training of teachers as a priority. The governors are very supportive and exert a positive and direct impact on the school's performance. An ethos of mutual respect is reflected in the daily interactions throughout the school.

### The Best Features of The School:

- Achievement in number and in science at FS, attainment in English, mathematics, and science in Primary and Secondary, and progress in Islamic Education in Secondary
- Students' highly-developed personal and social skills, their awareness of Islamic values, their strong work ethic and sense of social responsibility
- The high quality of assessment and students' well-developed learning skills in all phases, and the very good quality of teaching in FS and in Secondary
- The safe, secure environment for learning and the rigorous procedures for the safeguarding of students, including child protection
- Very effective leadership and management at all levels, and the outstanding links which school leaders have developed with parents



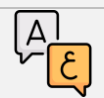

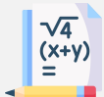

### Key Recommendations:

- Develop greater consistency of high-quality teaching in all phases, especially in Primary.
- Raise the levels of attainment in:
  - Arabic, by increasing the proportion of qualified teachers;
  - English in FS, and Islamic Education in Secondary.
- Promote students' critical thinking, problem solving and independent learning throughout the school.

## Overall School Performance



Very good

### 1. Students' Achievement


		Foundation Stage	Primary	Secondary	Post-16
 Islamic Education	Attainment	Not applicable	Good	Good	Not applicable
	Progress	Not applicable	Good	Very good	Not applicable
 Arabic as a First Language	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
 Arabic as an Additional Language	Attainment	Not applicable	Good	Good	Not applicable
	Progress	Not applicable	Good	Good	Not applicable
 English	Attainment	Good	Very good	Very good	Not applicable
	Progress	Good	Very good	Very good	Not applicable
 Mathematics	Attainment	Very good	Very good	Very good	Not applicable
	Progress	Very good	Very good	Very good	Not applicable
 Science	Attainment	Very good	Very good	Very good	Not applicable
	Progress	Very good	Very good	Very good	Not applicable

	Foundation Stage	Primary	Secondary	Post-16
Learning skills	Very good	Very good	Very good	Not applicable

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

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Outstanding 	Outstanding 	Outstanding	Not applicable
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Very good	Very good	Not applicable
Social responsibility and innovation skills	Very good	Very good	Very good	Not applicable

## 3. Teaching and assessment

	Foundation Stage	Primary	Secondary	Post-16
Teaching for effective learning	Very good	Good 	Very good	Not applicable
Assessment	Very good	Very good	Very good	Not applicable

## 4. Curriculum

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Very good	Very good	Very good	Not applicable
Curriculum adaptation	Very good	Very good	Very good	Not applicable

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

	Foundation Stage	Primary	Secondary	Post-16
Health and safety, including arrangements for child protection/ safeguarding	Outstanding	Outstanding	Outstanding	Not applicable
Care and support	Very good	Very good	Very good	Not applicable

## 6. Leadership and management

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

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



## Focus Areas

### National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets. [The following section focuses on the success of the school in meeting the National Agenda Parameter targets.](#)

The school meets the registration requirements for the National Agenda Parameter.

	Whole school	Emirati cohort
<b>Progress in international assessment</b>	<b>meets expectations</b>	<b>Not applicable</b>

- In the 2018 PISA tests, scores for mathematics and science did not meet the targets and scores for reading exceeded them. In TIMSS and PISA, scores remain very high. In GL assessments, scores are high, except in English in Secondary.

	Whole school
<b>Leadership: data analysis and curricular adaptation</b>	<b>meets expectations</b>

- The school analyses TIMSS, PISA and GL scores to identify gaps in the curriculum. Departments use that information to guide the planning of teaching and learning. In the better lessons, teachers match the tasks well to students' needs and ability levels.

	Whole school	Emirati cohort
<b>Improving reading literacy and wider learning skills</b>	<b>is above expectations</b>	<b>Not applicable</b>

- The school uses assessment outcomes to identify gaps in students' reading skills and to plan interventions for individual students. Recent data show some improvement in students' reading literacy. Some teachers promote critical thinking and problem-solving, but students do not have enough opportunities to work independently.

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

#### For Development:

- Ensure that students have more opportunities for independent learning, through which they can develop their skills of investigation and critical thinking.
- Make better use of the assessment data analyses to personalise learning in lessons.



## Wellbeing

### The quality of wellbeing provision and outcomes is at a high level:

- Leaders are committed to ensuring that wellbeing is a top priority and is embedded across the whole school. Leaders and governors are aware of their strengths such as caring for others and recognising the importance of supporting students, staff and parents. A range of survey data for teachers, students and parents is gathered and analysed, including internal and external assessment information. Wellbeing is a core aspect of the school's improvement plan, which is monitored and data informed.
- Members of staff have the best interest of the students at heart. Teachers place a strong emphasis on personal and social development. Students are encouraged and provided with avenues to seek help should they have any concerns. Inclusion and wellbeing staff as well as school counsellors are accessible and supportive. Parents enjoy regular communication, encouragement and support. Members of staff feel well supported and enjoy team-building activities and celebrations of best practice from other teachers. Students are invited to express their opinions and they make safe, informed choices.
- There are numerous wellbeing links in the curriculum and in extra-curricular activities. Daily journals (students and staff), themed assemblies, healthy lifestyle sessions and extra-curricular activities all form part of the wellbeing programme. Yoga sessions are an established feature. The wellbeing ambassadors from each class look out for fellow students who might need help. Students are encouraged to look after their own well-being through a healthy diet, exercise and regular sleep. The present as positive, keen and motivated learners, enjoying their interactions and engagement with each other and the curriculum.

## UAE social studies and Moral Education

- Social studies is taught from Year 2 to Year 10 and moral education is taught from Year 2 to Year 13. Both subjects are taught as separate subjects on the timetable. The school's implementation of UAE social studies and moral education meets the requirements laid out in the Ministry of Education (MoE) guidance.
- Through effective teaching and curriculum design in both subjects, students develop their understanding of global issues through online research and in-class discussion. Students' progress is tracked carefully using assessments from projects and test marks in UAE social studies. In moral education, teachers build up an individual character development profile for each student based on criteria-based competencies.

## Main Inspection Report

### 1. Students' Achievement

#### Islamic Education

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Not applicable	Good	Good	Not applicable
Progress	Not applicable	Good	Very good	Not applicable

- Students in Primary recognise the importance of being good citizens. They integrate Islamic beliefs into their daily lives. Secondary students engage in meaningful debates about contemporary concerns and issues which impact on Muslims, frequently proposing solutions, and further research.
- Throughout the school, students learn through spirited conversations on given themes, particularly in Secondary. In Primary, it is difficult for students of Arabic as an additional language to read the Holy Qur'an using Tajweed guidelines.
- Since the previous inspection, the department has trained teachers in the primary phase. They now provide students with more opportunities to become independent learners. However, this is still underdeveloped in many classes.

#### For Development:

- Enhance students' progress in Primary by providing teachers with additional training on how younger students learn.

#### Arabic as an Additional Language

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Not applicable	Good	Good	Not applicable
Progress	Not applicable	Good	Good	Not applicable

- In the upper primary phase, students' attainment and progress are slightly better than those in the lower year groups. Year 8 students make better progress than students in Years 7 and 9. Girls are making better progress than boys.
- Most students have secure listening skills. Their reading of familiar texts is adequate, but comprehension is insecure. Students' basic writing skills are strong. However, their extended writing is less developed, as is speaking.
- Teachers have recently begun to use technology in classroom presentations to engage students more actively. This development is still at an early stage. There is insufficient use of technology to support the development of students' language skills.

#### For Development:

- Adapt teaching strategies and modify the curriculum to meet the linguistic development of various groups of students.
- Strengthen students' independent writing and speaking.

## English

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Good	Very good	Very good	Not applicable
Progress	Good	Very good	Very good	Not applicable

- From low starting points, most children in FS make good progress towards attaining expected early learning goals and developing their listening, speaking, , and writing skills. Most students in Primary and upper Secondary achieve high scores in internal and external assessments.
- The strong focus on developing reading skills has raised attainment levels, particularly in Primary. As a result, students' vocabulary across all phases has been extended. This is evident in their speaking and writing. Regular discussions improve students' confidence and competence in speaking.
- Students' rate of progress, as measured from their starting points against the learning objectives, is hindered, in some lessons, by the teaching methods used. Students make appropriate links to prior learning and relate their skills to everyday contexts.

### For Development:

- Ensure that all teachers use the best teaching methods to optimise students' learning.
- Develop students' higher-order thinking skills and encourage them to use resources, including technology, to support their independent learning.

## Mathematics

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Very good	Very good	Very good	Not applicable
Progress	Very good	Very good	Very good	Not applicable

- As a result of effective teaching, a large majority of children in FS and students in Primary and Secondary achieve above curriculum standards in lessons. In 2021-2022 the attainment of most students in IGCSE mathematics was above expected standards.
- Children in FS and younger students in the primary phase learn more effectively when they carry out practical activities. Students' abilities in the area of measurement are underdeveloped. The recent increased use of technology to enhance learning is helping to improve outcomes in mathematics. Older students have improved skills in mathematical problem-solving. Children in FS enjoy learning new mathematical vocabulary and use the correct terms when describing 2D and 3D shapes.

### For Development:

- Build students' skills in accurate measurement Provide greater challenge for the most able students so that they make greater progress in the more complex aspects of mathematics.

## Science

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Very good	Very good	Very good	Not applicable
Progress	Very good	Very good	Very good	Not applicable

- External assessment data show that the large majority of students achieves above curriculum standards, especially in Primary. Information from internal tests points to similar levels of attainment. From the early Primary, students become familiar with the scientific method.
- Students often acquire knowledge of scientific facts and develop scientific skills in lessons through collaborative practical activities. Progress is sometimes hindered by excessive teacher direction of the activities. However, most students successfully predict, investigate, experiment, and draw conclusions.
- The science department has recently introduced technology, such as robotics, into lessons to enable students to broaden and enhance their learning, especially where practical work is not possible. This is yet to have an impact on outcomes.

### For Development:

- Provide students with more independence when tackling investigative practical activities in lessons.

## Learning Skills

	Foundation Stage	Primary	Secondary	Post-16
Learning skills	Very good	Very good	Very good	Not applicable

- Learning skills are well developed and consistent across all phases. Students enjoy learning and are keen to participate in lessons, projects, and events. They often take responsibility for aspects of their own learning and can concentrate on their work for sustained periods.
- Most students interact very well with their teachers and fellow students. They regularly engage in collaborative learning activities to discuss and share their thinking. Most students can connect their learning to real-life situations, personal experiences and often to other subjects.
- Students' reading skills are progressively developed. Critical thinking and problem-solving are key features of many lessons. Innovation, enterprise, and research skills are still developing. Students increasingly use technology to support their own learning. This is most evident in Secondary.

### For Development:

- Increase opportunities for students to take greater responsibility for their learning and increase their use of technology to conduct independent research.
- Improve students' higher-order thinking skills in all subjects.

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

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Outstanding ↑	Outstanding ↑	Outstanding	Not applicable

- Social skills are at least very strong, and frequently excellent. Students show respect to adults and to one another. They are eager participants in learning. Children in FS interact effectively to create their own 3D models from a variety of recyclable materials.
- Throughout the phases, students show high levels of cooperation and support. Older students in the secondary phase are very self-assured and eager, demonstrating a strong interest in, and commitment to, their education.
- Teachers place a good emphasis on students' personal and social development. They encourage healthy lifestyle choices and ensure that opportunities for physical activity are integrated into the school day. Students like the school and have very good attendance and punctuality.

	Foundation Stage	Primary	Secondary	Post-16
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Very good	Very good	Not applicable

- Students in all phases have a profound awareness of, and respect for, Islamic ideals and their importance and applicability in everyday life. They acknowledge the contribution that these principles make to the development of a balanced and equitable society.
- Students demonstrate extensive knowledge and comprehension of the culture and legacy of the UAE. The school enhances students' awareness through activities such as the celebration of National Day, in which they learn about the UAE.
- As a result of the school's emphasis, students show a secure knowledge and appreciation of their spiritual beliefs and their own cultures. However, their awareness of important elements of other civilizations is not developed well enough.

	Foundation Stage	Primary	Secondary	Post-16
Social responsibility and innovation skills	Very good	Very good	Very good	Not applicable

- In all phases, students demonstrate responsible citizenship and show a high level of care and concern for others. Their opinions and ideas are valued. They plan imaginative assemblies for younger students. They organise charitable projects and special events that benefit the local community.
- The youngest children enjoy exploring their own ideas. They show resilience and perseverance in enquiry-based activities. Older students engage enthusiastically in entrepreneurial initiatives. They demonstrate their creativity in national competitions. Students effectively develop their innovation and design skills through robotics.
- Students' understanding of environmental sustainability and conservation has improved in all phases. Students show an insightful understanding of environmental issues. They are actively involved in recycling projects. Eco ambassadors are proactive in developing and achieving the school's goals.

### For Development:

- Improve students' understanding of other world cultures.

### 3. Teaching and assessment

	Foundation Stage	Primary	Secondary	Post-16
Teaching for effective learning	Very good	Good ↓	Very good	Not applicable

- Standards of teaching are inconsistent, varying between phases and across different subjects. Teaching is stronger in FS and in Secondary and less effective in Primary. Most teachers have secure subject knowledge and routinely plan engaging and purposeful lessons.
- In the best lessons, teachers optimise the use of time and resources, including technology, and learning is tailored to students' needs and abilities. They use questioning techniques skillfully to probe students' understanding, to develop deeper thinking and to engage them in discussions.
- Recent initiatives are starting to improve the quality of teaching, with an increased emphasis on time management, use of data, critical thinking, problem-solving and promotion of independent learning. Continuous professional training and extended induction support for new teachers are helping to raise standards.

	Foundation Stage	Primary	Secondary	Post-16
Assessment	Very good	Very good	Very good	Not applicable

- The school has very effective systems in place to collect and analyse different types of information from assessments, including external benchmarking data. Leaders use data analysis to identify gaps in learning and to plan appropriate interventions for individuals and groups of students.
- In the better lessons, teachers use information from assessments to plan lessons with activities that are well matched to students' needs and abilities. This is especially evident in Secondary, where reports from international benchmarking inform teaching and learning.
- Teachers check students' written work and provide some written feedback to help them to improve. The school has recently adopted external benchmarks for Arabic. Teachers do not use assessment outcomes to inform teaching and learning in Arabic.

#### For Development:

- Ensure that best practices in teaching are effectively shared among all teachers and increase the proportion of teachers, particularly teachers of Arabic, with recognised teaching qualifications.
- Increase the use of information from assessments to develop tasks suitable for the different needs of students in lessons at all phases.

## 4. Curriculum

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Very good	Very good	Very good	Not applicable

- The curriculum is aligned to the National Curriculum for England, including the Early Years Foundation Stage curriculum. Although some adjustments have been made in Primary and Secondary, not all subjects are aligned to the most recent National Curriculum updates.
- Effective curriculum planning facilitates students' smooth transition between phases. The school provides bridging activities between phases and year groups to prepare students for their new classes. Students are very well prepared for the next steps in their educational journeys.
- The school effectively reviews the curriculum, termly and annually, to ensure that it meets the needs of most students and the requirements of internal and external assessments. It is currently developing the post-16 curriculum to increase option choices.

	Foundation Stage	Primary	Secondary	Post-16
Curriculum adaptation	Very good	Very good	Very good	Not applicable

- The curriculum is planned and modified to meet the needs of almost all groups of students, based on analysis of results from external benchmarking assessments and final IGCSE examinations. The needs of higher attainers are not accurately identified or sufficiently addressed.
- The curriculum offers students opportunities to be innovative and creative. It is enhanced through an increasingly diverse range of extra-curricular activities. Specific reinforcement programmes enable students to deepen their understanding of subjects in extra lessons.
- Adaptations to the curriculum have ensured that support for students has improved. Students of determination are now better supported in lessons by class teachers and teaching assistants, with planned activities matched more closely to their individual needs.
- In FS, children are taught Arabic in one timetabled lesson of 40 minutes each week.

### For Development:

- Review the current option choices to meet the diverse needs, interests, and abilities of the growing student population.
- Ensure that challenging activities are provided to accelerate the progress of the highest attainers and students with gifts and talents.



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

	Foundation Stage	Primary	Secondary	Post-16
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding	Outstanding	Not applicable

- The school places a high priority on the health and safety of all students and members of staff. Leaders ensure that policies and practices are implemented effectively through rigorous monitoring and evaluation of practice. Comprehensive records are maintained and stored securely.
- Child protection and safeguarding arrangements are robust and well understood by all. Highly-efficient arrangements for school transport ensure that students' safety on arrival and departure is assured. The premises are secure, clean, and very well maintained.
- Rigorous risk assessments for all visits, and cyber security measures, are very effective. High-quality medical care and the promotion of a healthy lifestyle have a positive effect on students' and teachers' health and wellbeing. Training has ensured increased vigilance relating to health and safety.

	Foundation Stage	Primary	Secondary	Post-16
Care and support	Very good	Very good	Very good	Not applicable

- Students and teachers have established caring and supporting relationships based on trust and respect. Students listen well. They are not afraid to present their ideas and share their concerns. The school has systems to reinforce positive behaviour in all phases.
- Leaders effectively promote the ethos of a safe and sharing environment. Students enjoy leadership roles. Members of staff feel appreciated for their work. The support for students now needs to be extended to challenging the gifted and talented more purposefully.
- The wellbeing and personal development of all students are monitored carefully. Students' questions, needs, and concerns are handled sympathetically and, when appropriate, in confidence. High-quality advice and guidance result in actions that bring about improvements in students' performance.

### For Development:

- Ensure that all students are provided with challenges appropriate to their needs and have access to activities that enhance and celebrate their talents.

## Inclusion of students of determination

### Provision and outcomes for students of determination

Very good

- The inclusion lead, champion and inclusion governor are strongly committed to promoting an inclusive school with a welcoming environment. They have created a purposeful inclusive education improvement plan. The principal and inclusion team celebrate the diversity of their students, some of whom have complex needs.
- Improved identification procedures are now firmly in place. This has had a positive effect upon the quality of provision. Intervention strategies enable students to practise, prepare and access the curriculum more productively. The school accurately uses appropriate KHDA categories for the classification of students' needs.
- Parental involvement is a strength and has been developed through regular communications and trusting relationships. Parents are pleased with the support their children receive and with the progress they make. Parents are also encouraged to apply strategies at home to reinforce learning.
- Support teachers and learning support assistants liaise closely with subject teachers to provide activities suitable for students' different needs. There is a concerted effort to ensure a whole-school approach to implement strategies from detailed Individual Education Plans. This is not yet consistently applied.
- Robust individual plans with targets and guidance have a positive impact on students' outcomes. Students with complex needs make noticeable progress. Others have improved in independence and have a more stable approach to learning.

### For Development:

- Ensure consistency in applying the individual strategies in all classrooms across the whole school.

## 6. Leadership and management

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

- Senior leaders, led by the principal, set a clear direction, and promote a vision that is communicated to and shared by the whole school community. Leaders promote an inclusive ethos. They are successful in establishing a purposeful learning culture with effective professional relationships. They are focused on improving students' attainment. Morale throughout the school is very positive. Leaders ensure that the school is compliant with statutory and regulatory requirements.
- Leaders have prioritised areas for further development. They use a systematic and rigorous self-evaluation process that involves a wide range of stakeholders. Regular monitoring of teaching and learning are integral parts of the school's improvement planning processes. The school knows its strengths and areas for development very well. School improvement plans are coherent and based on accurate self-evaluation. They contain strategic and operational actions which address the school's and national priorities.
- Parents are highly supportive of the school and of the senior leadership team. A wide variety of methods, including technological, facilitates communication with parents. They receive regular reports on their children's attainment and progress. Parents are highly satisfied with the leaders' vision for the school and with the opportunities which they have to contribute to their children's learning. The school makes regular social contributions to the local community.
- The governing board includes representatives from the school's stakeholders. Members systematically monitor the school's actions. They hold senior leaders to account for the quality of the school's performance, including the achievements and personal development of all students. Members ensure that appropriate facilities and resources are available and used well by the school. Governors are very supportive and exert a positive and direct impact on the overall performance of the school.
- The day-to-day management of the school is very well organized, and impacts positively on students' achievements. Procedures and routines are very effective. In the main, the school is staffed appropriately to fulfil its mission and vision. However, a large minority of new teachers is unqualified. Teachers who have learning assistants in their classrooms work effectively with them. The well-resourced environment is conducive to effective teaching and learning. The premises are of high quality, with specialist facilities that are designed to allow access to all.

### For Development:

- Promote greater consistency of high-quality teaching through appropriate recruitment, professional training, and retention of qualified, effective teachers, committed to the education of their students.

## What happens next?

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

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

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

Dubai Schools Inspection Bureau  
Knowledge and Human Development Authority

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