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SCHOOL INFORMATION







GENERAL INFORMATION

	Location	Al Garhoud
	Opening year of School	1985
	Website	www.dis.sch.ae
	Telephone	042823524
	Principal	Haleema Karout
	Principal - Date appointed	25 June 2019
	Language of Instruction	English
	Inspection Dates	23 to 27 January 2023





STUDENTS

	Gender of students	Boys and girls
	Age range	4 to 7
	Grades or year groups	KG 1 to Grade 12
	Number of students on roll	1206
	Number of Emirati students	420
	Number of students of determination	285
	Largest nationality group of students	Arab

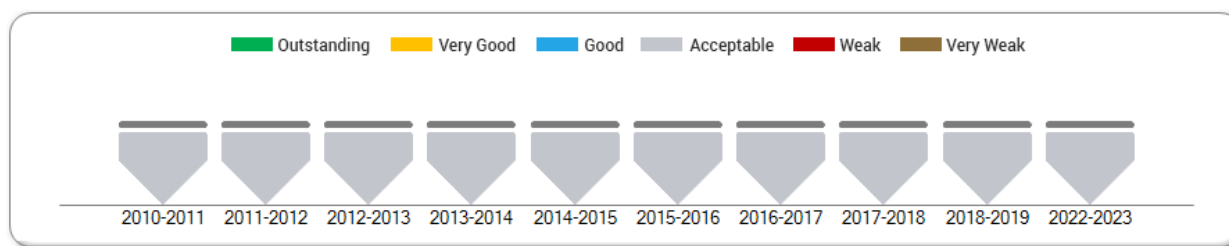
TEACHERS

	Number of teachers	94
	Largest nationality group of teachers	24
	Number of teaching assistants	18
	Teacher-student ratio	1:10
	Number of guidance counsellors	1
	Teacher turnover	30%

CURRICULUM

	Educational Permit/ License	US
	Main Curriculum	US
	External Tests and Examinations	AP
	Accreditation	NEASC

School Journey for DUBAI INTERNATIONAL PRIVATE SCHOOL



Summary of Inspection Findings 2022-2023

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

STUDENTS OUTCOMES

- Students' attainment in Arabic is secure in all phases, with students engaged and enjoying learning. High School students have improved in almost all subjects, and in science and mathematics are more able to apply their knowledge. Learning skills are good across the school. In English, students' achievement is inconsistent, with oral language strongest. Writing and reading are insecure for most.
- Students across the school are responsible, self-disciplined and inclusive of students of determination. They have friendly relationships with one another and interact very well with adults. Students understand Islamic values and the impact which these have on the community. They understand the UAE heritage. Innovation and enterprise are developing, especially among older students.

PROVISION FOR LEARNERS

- The quality of teaching varies across subjects and phases. In the better lessons, teachers give opportunities for students to apply their learning in practical ways, most frequently in Arabic, mathematics and science. Assessment is a strength throughout the school. Students' skills and progress are now tracked over time within subjects, giving clear direction as to where additional support may be needed.
- The curriculum is aligned to California standards and is fully compliant with the UAE Ministry of Education (MoE) curriculum. The High School offers choice and a range of electives towards preparation for university. Innovation and opportunities to develop critical thinking skills are at an early stage. Curriculum content is matched to lessons, although not all lessons are rigorous enough to strengthen higher-order skills.
- Clearly defined practices ensure that students' health and safety are maintained. Safeguarding of students' interests online, and in school, are ensured. These effective practices result in a school with virtually no bullying. Students are supervised well, and benefit from the promotion of healthy lifestyles. The school premises have been carefully reconfigured to ensure a safe learning environment.

LEADERSHIP AND MANAGEMENT

- The effective educational leadership of the principal and senior leaders is driving school improvements both academically and in creating a secure, positive and inclusive learning environment. The school is managed effectively. Flexibility and vision have guided leaders in making necessary changes during the disruption to on-site learning. Curriculum design and assessment practices now give an appropriate foundation for further improvement.

The best features of the school

- Students' very good personal development, their understanding of Islamic values and Emirati and world cultures, and a well-developed work ethic.
- Good achievement in Arabic across the school.
- Sound and detailed curriculum design, supported by newly strengthened data processes.
- Support for students of determination.
- A secure and safe school environment.





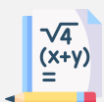

Key recommendations

- Improve students' progress in all subjects.
- Increase and sustain improvement by using the results of data analyses to provide specific, short-term and personalized student interventions in order to accelerate students' achievement.
- Raise the reading literacy level of most students to align with their age level.

Overall School Performance

Acceptable

1. Students' Achievement

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

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

	KG	Elementary	Middle	High
Personal development	Very good	Very good ↑	Very good ↑	Very good ↑
Understanding of Islamic values and awareness of Emirati and world cultures	Very good ↓	Very good	Very good	Very good
Social responsibility and innovation skills	Very good	Very good	Very good	Very good

3. Teaching and assessment

	KG	Elementary	Middle	High
Teaching for effective learning	Good	Acceptable ↓	Good ↑	Good ↑
Assessment	Good	Good	Good	Good ↑

4. Curriculum

	KG	Elementary	Middle	High
Curriculum design and implementation	Good	Good ↑	Good ↑	Good ↑
Curriculum adaptation	Good	Acceptable	Acceptable	Acceptable

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

	KG	Elementary	Middle	High
Health and safety, including arrangements for child protection/ safeguarding	Good	Good	Good	Good
Care and support	Good	Good	Good	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](#).

Focus Areas

National Agenda Parameter



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

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

	Whole school	Emirati cohort
Progress in international assessment	is below expectations.	is approaching expectations.

- From 2015 to 2018, students missed the PISA targets for mathematics, science and reading, with combined weak progression. From 2015 to 2019, students exceeded three out of four TIMSS targets, missing Grade 4 mathematics, but resulting in overall good progression. The combined PISA and TIMSS progression is acceptable. The NWEA-MAP National Agenda Benchmark assessments indicate overall weak progression.

	Whole school
Leadership: data analysis and curricular adaptation	meets expectations.

- Leaders understand the subject skills and content aligned to the gaps identified in NAP reports. They know how well the school performs overall. Their National Agenda Action Plan highlights next steps well. Curriculum adaptations specifically refer to subject skills and content gaps identified in the reports. Teachers are mostly aware of the skills and knowledge gaps. A majority builds remediation into planning, although effective impact is inconsistent.

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

- Teachers are aware of students' NWEA-MAP reading scores and the newly instituted NGRT reading literacy assessments. The use of this information is so far inconsistent in lesson planning and in support for students to improve their reading skills.

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

For development:

- Strengthen the school's program of personalizing students' skills and targets in order to close the educational gaps and skills for each student.

Wellbeing

The quality of wellbeing provision and outcome is at a moderate level

- All leaders understand the need to ensure the wellbeing of students, members of staff and parents. A governor of wellbeing or wellbeing champion has yet to be appointed. The governing board acted to support financially some members of the school community during the recent pandemic. Data from surveys help to set some priorities for addressing wellbeing issues with students. The whole school community is preparing to focus on wellbeing. The principal conducts staff surveys, and the information gained informs practices within the school.
- Counselors are available in the upper grades for students to discuss any issues. The school addresses parents' and stakeholders' feedback from surveys and acts quickly on wellbeing matters. Programs for staff include some gatherings, events and celebrations. Parents are informed when there are issues with students' emotional wellbeing. They are encouraged to meet the leaders to learn more about dealing with issues affecting students' wellbeing
- The school provides opportunities for students to develop wellbeing through daily assemblies. Leaders are developing a curriculum approach to wellbeing. This is most evident in the Kindergarten. Leaders are working to meet the challenge of encouraging students to adopt a healthier lifestyle. Students feel safe and supported in school. Older students feel that they are getting a good education to prepare for their future careers.

UAE social studies and moral education

- Students in Grades 1 to 4 are taught the Salama curriculum in Arabic. Alternatively, those in Grades 1 to 5 are taught lessons based on the UAE Moral, Social and Cultural (MSC) framework. Students in Grade 6 to 9 are taught social studies and moral education lessons by means of the MSC curriculum integrated with English language arts.
- The school approaches curricular design and adaptation, teaching, learning and assessment in a holistic manner. The curriculum is similar across different grade levels. Teaching, learning and assessment practices are similar to those in other subjects. The levels of challenge in lessons are not high enough to enhance students' critical thinking and reading skills.

Main Inspection Report

1. Students' achievement

Islamic Education

	KG	Elementary	Middle	High
Attainment	Not applicable	Good	Acceptable	Acceptable
Progress	Not applicable	Acceptable ↓	Acceptable	Good ↑

- Most students across the three phases demonstrate age-appropriate understanding of Islamic culture. In Elementary, students attain well. Girls in upper grades make solid progression. The internal data analysis is not aligned with performance in lessons or in recent students' work.
- Elementary students memorize the Holy Qur'an better than others. They understand the worship prescribed according to the standards of the Islamic curriculum. Older students engage in discussions connecting current issues with the future of the family and society.
- In general, the momentum of students' progress in the elementary grades has declined due to disruption in teaching. However, the adoption of independent learning, and individual research opportunities, are contributing to greater progress in the High School.

For development:

- Increase independent learning linked to real-life applications to raise the level of challenge for students.
- Use detailed feedback to develop students' understanding.

Arabic as a first language

	KG	Elementary	Middle	High
Attainment	Not applicable	Good	Good	Good ↑
Progress	Not applicable	Good ↑	Good	Good

- Students' achievement in Elementary and High School has improved since the previous inspection, due to the implementation of a unified approach to develop the learning of essential language skills. This approach effectively bridges the gap across all phases.
- Students' reading and speaking skills are stronger when compared with their listening and grammatical skills, especially in High School. Students can clearly and confidently understand and respond to a wide range of simple to complex texts in different styles, using a wide range of vocabulary and expressions.
- Students' creative and independent writing skills are well developed. They use planning, drafting, revising, and editing strategies to create their final writing product, resulting in better quality.

For development:

- Enhance the integration of technology in the classroom in order to increase students' engagement and to meet the needs of different learning styles.
- Increase the integration of the four language skills in lessons to allow for more secure development of all aspects of language learning.

Arabic as an additional language

	KG	Elementary	Middle	High
Attainment	Not applicable	Good	Good	Good
Progress	Not applicable	Good	Good	Good

- The language acquisition and application of the majority of students are above curriculum expectations as a result of the consistent application of listening, speaking, reading and writing activities in lessons.
- Students' reading comprehension skills are well developed, especially in the Middle and High Schools. Students understand and respond to a wide range of extended texts on familiar topics.
- Students' oral communication skills are secure. They can express themselves in conversations with confidence when talking about familiar and social contexts, particularly in the Middle and High Schools.

For development:

- Use technology effectively to address the needs of all learners and provide more opportunities in which to use Arabic.
- Encourage the use of Arabic consistently in all lessons, especially in the Middle and High Schools.

English

	KG	Elementary	Middle	High
Attainment	Acceptable ↓	Acceptable	Acceptable	Acceptable
Progress	Acceptable ↓	Acceptable ↓	Acceptable ↓	Acceptable ↓

- Students' oral skills vary in quality. They are strongest among the older girls, who can debate with high levels of sophistication. Students' reading skills are generally insufficient for their age, particularly in the two middle phases, and sustained reading of books is rare.
- Students' written work is mostly derived from assigned short readings and demonstrates their comprehension. The quality of their extended writing for various purposes and audiences is insufficient to meet curriculum expectations.
- Teachers' use of assessment data has identified specific skills that individual students have mastered or need to develop. This recent development is helping students to know on what skills they need to concentrate.
- Emirati students make similar progress to that of other students in the elementary grades, but their progress in the middle and high phases is slightly slower than that of their fellow students.

For development:

- Students of all ages should be encouraged to read longer and more challenging texts more frequently.
- Students of all ages need to write more often, for a variety of audiences and purposes, and at greater length.

Mathematics

	KG	Elementary	Middle	High
Attainment	Good	Acceptable	Acceptable	Good ↑
Progress	Good	Acceptable	Acceptable	Good ↑

- Students' development of critical thinking and problem-solving skills in KG and High School has a positive impact on learning, resulting in their good progress and attainment. Elementary and Middle School students' skills are less secure, with fewer opportunities for higher-order thinking.
- Students' development of mathematical vocabulary is integrated into lessons and supports literacy. The practice improves English proficiency and helps to prepare students for benchmark tests with common academic vocabulary. In the better lessons, students develop practical, as well as conceptual, understanding of mathematical language.
- Students' use of technology is increasing across all grades. They use apps for real-time assessments, and effective e-learning platforms. Opportunities for research are developing to enhance cross-curricular connections and their application to the world beyond school.

For development:

- Provide regular opportunities for learning that enhance critical thinking and problem-solving skills in the Elementary and Middle Schools.

Science

	KG	Elementary	Middle	High
Attainment	Good	Good	Acceptable	Good ↑
Progress	Good	Good	Good	Good

- Students are focused and engage with their learning across all phases. Many students enjoy learning activities particularly when they participate in practical science investigations. In these lessons they are enabled to make predictions, perform investigations, observe the outcomes, record and discuss what they have achieved.
- Students increase their scientific investigation skills as they progress to higher grades. In KG, children investigate weather conditions and measure temperature, rainfall and wind conditions. By Grade 12, students investigate details of different foods, and household products, determining their acid and alkaline content.
- Opportunities for students to use digital technology to support their learning and research have increased. Opportunities to use the resources to participate in solving more open-ended problems and to conduct independent research are insufficient.

For development:

- Increase opportunities for students to participate in independent, open-ended problem-solving investigations in order to develop their critical thinking and to provide more individualized challenge.

Learning Skills

	KG	Elementary	Middle	High
Learning skills	Good	Good ↑	Good ↑	Good ↑

- Most students enjoy learning. They take increasing responsibility for their learning as they grow older. Their independence is often a result of how well teachers plan for it. Overly directive teaching sometimes hinders younger students' independence.
- A few students are passive learners. However, they know what they have learned and how to improve their work in general terms. Students interact and collaborate well in a range of learning situations. Some can clearly communicate their learning orally, and occasionally in writing.
- Older students are able to make connections between areas of learning. Students conduct basic research with their teachers' direction. Critical thinking and problem-solving skills are developing features of learning and are most common in the High School.

For development:

- Provide all students with opportunities to demonstrate their learning skills in all subjects.
- Allow students to discover new things, to make mistakes and to think for themselves.
- Require all students to record information daily so as to deepen their involvement, to strengthen their organizational writing skills, and to prepare for tests and examinations.

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

	KG	Elementary	Middle	High
Personal development	Very good	Very good ↑	Very good ↑	Very good ↑

- Personal development is robust for all students across all grades. Students, especially in the higher grades, have exemplary, responsible attitudes. Their behavior is very positive, both in classrooms and throughout the school.
- Students understand the importance of following a safe and healthy lifestyle. They usually make healthy eating choices. They participate in sports and physical exercise both in and out of school.
- Attendance and punctuality have improved due to the school's application of rigorous follow-up procedures. Students have become aware of the important link between their attendance and improving their attainment.

	KG	Elementary	Middle	High
Understanding of Islamic values and awareness of Emirati and world cultures	Very good ↓	Very good	Very good	Very good

- The background of the students facilitates understanding of the mutual influence between Islamic values and Emirati attitudes. Students appreciate the relevance and impact of these values on everyday life. They actively contribute to and participate in many Islamic and Emirati celebrations.
- Students clearly appreciate and respect Emirati culture and heritage. In many celebrations, activities are linked to various UAE holidays. Children in KG participate in activities to develop their understanding of Emirati culture.
- The eight nationalities of students in the school engage in celebrations of their own cultures. They display the diversity of cultures especially through the well-organized international day.

	KG	Elementary	Middle	High
Social responsibility and innovation skills	Very good	Very good	Very good	Very good

- Students contribute to the decision-making of the school. They know that their opinions are valued by leaders and other students.
- Students participate fully in the community and make contributions to a wide range of social projects including leadership roles in class and in supporting the delivery of assemblies to the school.
- They appreciate the opportunity to instigate voluntary activities, resulting in benefits for those less fortunate than themselves. However, entrepreneurial activities are not extensive.

For development:

- Increase the opportunities for students to be creative through activities which encourage them to be more enterprising.

3. Teaching and assessment

	KG	Elementary	Middle	High
Teaching for effective learning	Good	Acceptable ↓	Good ↑	Good ↑

- Across all grades, a majority of teachers have sound subject knowledge and knows how students learn. Teachers plan purposeful lessons, but the planning is not always fully implemented. Not all teachers use time and resources effectively.
- Teachers' interactions with students are positive. Their questions often promote thoughtful responses. Dialogue frequently engages students in meaningful discussions and reflection, particularly in the upper grades.
- Some teachers dominate discussions in lessons, leaving students as passive listeners. Others use strategies that meet the needs of different groups of students more appropriately. The development of students' critical thinking, problem-solving, innovation and independent learning skills is uneven.

	KG	Elementary	Middle	High
Assessment	Good	Good	Good	Good ↑

- The school's assessment processes are effectively linked to the California Common Core Curriculum and provide measures of students' attainment and progress. Assessment information is analyzed across phases and benchmarked with external assessments through Grade 9. A few AP course examinations take place in Grade 12.
- Teachers use assessment well to plan the next steps in learning. The curriculum is broadly adapted for different ability groups. Assessment information through progress tracking offers promise for taking the use of this data to the next level.
- Teachers use assessment well in class to review gaps in students' learning. They ensure that skills are retaught when gaps are identified, and measure the progress of individual students. Teachers provide constructive feedback when marking to support students' learning and to secure improvement.

For development:

- Strengthen existing systems that identify gaps in students' learning, and ensure that the curriculum is modified and personalized to accelerate progress.

4. Curriculum

	KG	Elementary	Middle	High
Curriculum design and implementation	Good	Good ↑	Good ↑	Good ↑

- The curriculum is aligned to California, AP and MoE standards with clearly stated objectives and outcomes. The school regularly reviews and modifies the curriculum to ensure that learning is appropriate to the age and intellectual development of students.
- The curriculum offers a wide range of elective courses in the High School, including AP courses in mathematics and science. The small number of AP offerings and other advanced courses limits students' opportunities for academic, intellectual and personal challenge.
- The curriculum includes cross-curricular links with connections made to real life, other subjects, the school core values and internationalism. These well-developed connections are not always a prominent feature of lessons.

	KG	Elementary	Middle	High
Curriculum adaptation	Good	Acceptable	Acceptable	Acceptable

- The curriculum meets the needs of most groups of students, including students of determination. Robust data analysis permits the personalization of learning. Less strong are strategies to modify the curriculum to address the needs of all learners, low performing readers, boys and girls, and students with gifts and talents.
- The curriculum offers some opportunities for enhancement, enterprise and innovation through clubs and activities. In the High School, students recently applied their learning by developing a business plan and their own enterprise scheme.
- The curriculum provides links with Emirati culture and the UAE society in lessons, school wide events and morning assemblies. In Arabic, productive links are made with Emirati heritage and Islamic values.
- In KG, Arabic is taught three times per week for 40 minutes each lesson.

For development:

- Develop strategies to address students' differences, enabling all to benefit from the curriculum.

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

	KG	Elementary	Middle	High
Health and safety, including arrangements for child protection / safeguarding	Good	Good	Good	Good

- The school implements rigorous practices in child protection. Members of staff know how to ensure the safety of children and young people in their care. The school is highly effective in keeping students safe from all kinds of abuse, including bullying and cyberbullying.
- In each section of the school, the premises are checked, with students' safety paramount. Steps taken over time ensure that students are safe in an environment where they can learn securely.
- The school's premises and facilities provide a safe and inclusive environment that meets the needs of all. Safety checks both in school and on school transport are thorough and frequent. Detailed records of incidents and accidents are logged. Subsequent actions and results are also logged, and records kept securely.

	KG	Elementary	Middle	High
Care and support	Good	Good	Good	Good

- Students and members of staff enjoy positive and purposeful relationships. Well-established systems and procedures for managing students' behavior are effective. They have had a positive impact in all grades. The school sets high expectations for attendance and punctuality.
- The school has thorough systems to identify students of determination and an emerging system for identifying students with gifts and talents. Some teachers differentiate their instruction to meet the individual learning needs of students. However, the practices are variable.
- Students receive appropriate career guidance and support. Advised on life choices and careers, High School students are guided effectively through the college application process. Alternative pathways for students of determination have not been elaborated.

For development:

- Improve the identification of, and the support for, students with gifts and talents.
- Provide modified or alternative pathways for older students who have widely differing learning needs.

Inclusion of students of determination

Provision and outcomes for students of determination

Good

- A vision of inclusion is evident in the policies and practices across the school. A dedicated team has developed clear strategic plans to improve the quality of provision and outcomes for students of determination.
- The broad range of assessment processes ensures that the identification of students' needs is accurate and well informed. Intervention plans are targeted and successful at lowering barriers to learning.
- The school places parents at the centre of its provision for students of determination. Parents are effectively empowered to become valued partners in their children's educational program. They are kept fully informed of their children's progress and receive guidance to support their children at home.
- In some cases, in all grades, differentiated instruction in planning and teaching is too variable. On these occasions, students struggle to participate and engage in the learning process. This impacts negatively on their ability to find relevance and meaning in their work.
- The strong focus on care and support within the school ensures that students develop independence, resilience and confidence in their abilities. The differentiated teaching approaches used in some classrooms, and the effective work of the specialist team, ensure that students of determination make good progress overall.

For development:

- Focus professional training on how to help teachers meet the learning needs of all students.
- Ensure that across all grade levels, lessons and activities are aligned with the targets in the IEPs to reduce barriers for students of determination.

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, supported by senior leaders, has set a clear, broad-ranging and effective course of improvement since the previous inspection. The curriculum design, particularly for the High School, the quality of provision, students' improved skills and attitudes, and a marked boost in morale within a secure learning environment, are a few of these gains. Leaders are very familiar with attainment data and are extending to teachers an understanding of their value in identifying and addressing students' needs.
- Leaders understand the strengths of the school, its challenges and what is needed for growth. They are guided by information from students and by systematic and informed monitoring of teaching. They managed change flexibly and with focus during the uncertainties of the last few years. The recommendations from the previous inspection have been addressed well in action plans. Improvement to teaching strategies remains a focus. Consistent improvement of students' attainment over time, across all subjects, is not yet secure.
- Relationships with parents have improved appreciably and now represent a true partnership. Parents are very happy with the changes to the school. They recognize the value of the new systems and the positive impact on students. Lines of communication are clear. Parents feel well informed and know that their opinions are valued. Reporting systems are informative. The school maintains partnerships with a range of community organizations.
- The appointed governor has a sound understanding of the school and its needs. He monitors the work of the principal and senior leaders, and students' achievements. He facilitates increases in learning resources or necessary changes to improve the school site, and supports work on many levels to improve the school. There is not yet an advisory board or other means for direct input from parents, although informal channels exist.
- The management of the school has been improved with systematic policies. Protocols and practices are well considered and consistently applied, leading to a secure and positive school with students at its heart. However, the number of teachers with professional teaching certifications is insufficient. Not all teachers of subjects taught in English have the necessary language skills. Professional training is regular but not always linked to teachers' needs. The premises are in the process of renovation, improving but limited. Library facilities are underdeveloped.

For development:

- Ensure that the major focus for the school is improvement in students' attainment over time, based on clear and unequivocal data, both external and internal.
- Improve learning resources through the expansion of the library, enabling students of all ages to access books to take home each week.

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