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## School information



### General information

Location	Al Karama
Type of school	Private
Opening year of school	1955
Website	www.kha-irs.com
Telephone	04-3961072
Address	Al Karama Dubai- P.O.BOX:17
Principal	Mitra Akbar Shahnazi
Language of instruction	Farsi
Inspection dates	8 <sup>th</sup> - 11 <sup>th</sup> December 2014



### Students

Gender of students	Girls
Age range	6 - 18
Grades or year groups	Grade 1 - Grade 12
Number of students on roll	413
Number of children in Pre-K	0
Number of Emirati students	0
Number of students with SEN	17
Largest nationality group of students	Iranian



### Teachers / Support staff

Number of teachers	28
Largest nationality group of teachers	Iranian
Number of teacher assistants	0
Teacher-student ratio	1:15
Number of guidance counsellors	1
Teacher turnover	18%



### Curriculum

Educational Permit	Iranian
Main Curriculum / Other	Iranian
Standardised tests / board exams	Iranian Ministry tests
Accreditation	None



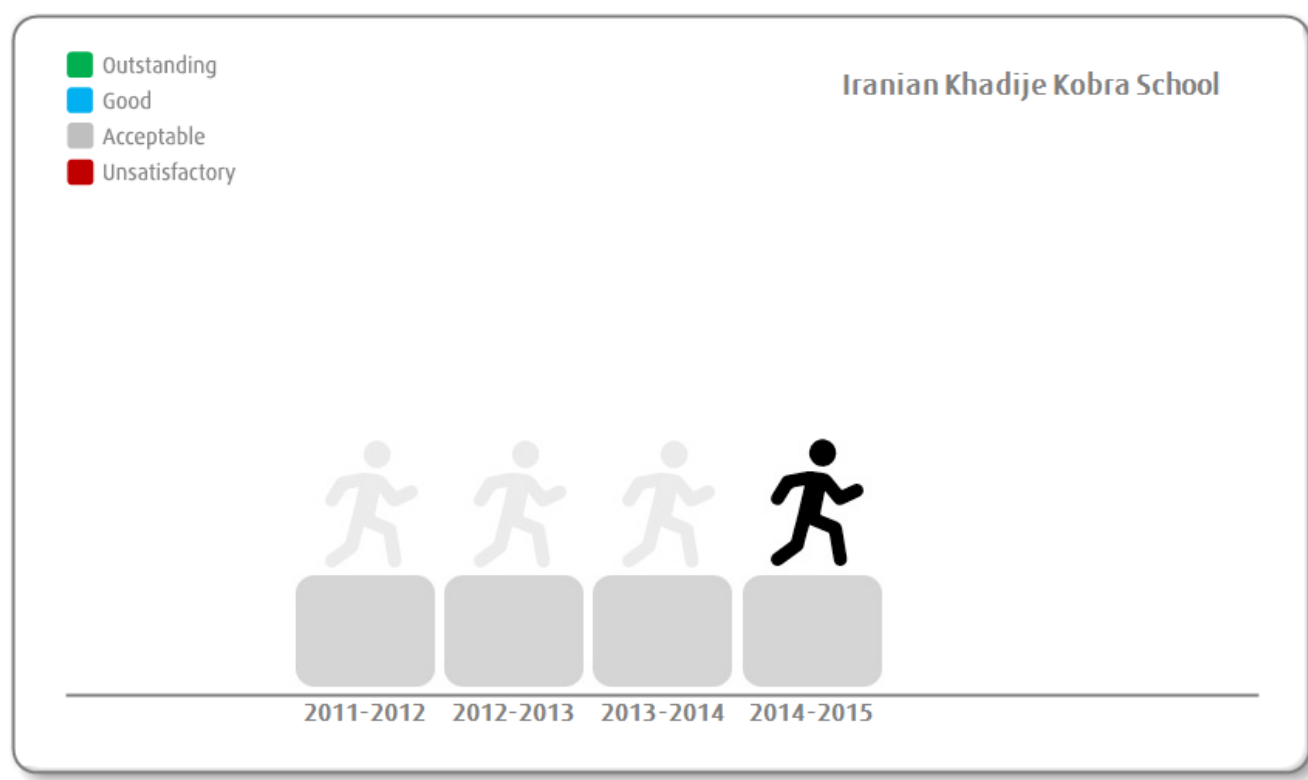




Dear Parents,

Iranian Khadije Kobra School was inspected by DSIB from 8<sup>th</sup> - 10<sup>th</sup> December 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

- Throughout the school, students had positive and responsible attitudes.
- Students' demonstrated a good understanding of Islamic values and local cultures.
- There had been improvements in students' attainment and progress in English in the middle school, and continued good progress in mathematics in primary and in science in the high school.

### Areas for improvement

- As a matter of urgency, ensure that a child protection policy is properly applied by all teachers; and resolve the lack of supervisors on a number of school buses.
- Ensure that the curriculum for Islamic Education and Arabic as an additional language meets the United Arab Emirates (UAE) Ministry of Education requirements.
- Adopt a more imaginative approach to teaching from text books, using additional resources for enrichment to improve learning opportunities.
- Review and adapt the curriculum to take full account of the needs of different groups of students and enhance the curriculum with extra-curricular activities and strengthen community links.
- Develop rigorous and formal systems for identifying and supporting students with special educational need, as well as providing for the needs of the gifted and talented.
- Establish robust procedures for self-evaluation, based upon a rigorous analysis of all appropriate school based data and providing a detailed set of action plans, with attainable targets, timescales and clear outcomes.

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 Iranian Khadije Kobra School



### How well does the school perform overall?

Overall, the Iranian Khadije Kobra School provided an **Acceptable** quality of education for its students.

- Students' attainment and progress were mostly acceptable across the school. In Arabic as an additional language most students had good listening skills and could respond orally using single words or short phrases. In the high school phase, students used a broad range of resources and experimentation to develop a range of age appropriate concepts. Learning skills were acceptable. Students generally showed a positive attitude in lessons. They worked harmoniously and productively. Independent learning, critical thinking, the application of what had been learned to real life, and connections between subjects, were not well developed.
- Almost all students were extremely positive and mature in their attitudes. Their behaviour was exemplary. Students had a good understanding of Islamic values and of the culture and traditions of the UAE. Knowledge of other world cultures was limited, as was students' appreciation of environmental issues.
- Teaching methods were outdated. Their planning relied exclusively on official text books, but too few teachers provided a sufficient range of lesson activities and teaching strategies to meet the learning needs of all students. Assessment systems were adequate but assessment information was not used effectively.
- There was little enrichment of the curriculum, apart from some visits to parks and museums.
- The school's policy for child protection was not well known or understood by staff.
- The Principal had maintained a warm supportive atmosphere in the school. The head teachers of each of the three school sections, gave good administrative support. The Iranian Education Board was well informed about the school. It had not ensured that statutory requirements in respect of Islamic Education and Arabic as an additional language were met.



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

- The school did not track the progress or skill development across subject areas for students with special educational needs. There were insufficient suitably trained members of staff to give adequate support to students who had a special educational need.
- The school did not have coherent and well understood procedures for initial assessments to accurately identify the range of needs. Curricular modifications were underdeveloped. Often presented subject material was too difficult for students with a special educational needs.
- Parents of students with special educational needs valued the close links and productive communications with teachers and with the school counsellor.



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

		Primary	Middle	High
 Islamic Education	Attainment	Not Applicable	Not Applicable	Not Applicable
	Progress	Not Applicable	Not Applicable	Not Applicable
 Arabic as a First Language	Attainment	Not Applicable	Not Applicable	Not Applicable
	Progress	Not Applicable	Not Applicable	Not Applicable
 Arabic as an Additional Language	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable
Language of instruction	Attainment	Not Applicable	Not Applicable	Not Applicable
	Progress	Not Applicable	Not Applicable	Not Applicable
 English	Attainment	Acceptable	Good ↑	Acceptable
	Progress	Acceptable	Good ↑	Acceptable
 Mathematics	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Good	Acceptable	Acceptable
 Science	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Good
		Primary	Middle	High
Learning skills		Acceptable	Acceptable	Acceptable

↑ Improved from last inspection

↓ Declined from last inspection



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

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




## 3. How good are teaching and assessment?

	Primary	Middle	High
Teaching for effective learning	Acceptable	Acceptable	Acceptable
Assessment	Acceptable	Acceptable	Acceptable


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

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

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

	Primary	Middle	High
Health and safety	Acceptable	Acceptable	Acceptable
Quality of support	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' demonstrated positive and responsible attitudes throughout the school.
- Students' showed a good understanding of Islamic values and their local cultural awareness.


## Changes since the last inspection

- There were improvements in attainment and progress in English in the middle school, and continued good progress in mathematics in primary and in science in the high school.

## Recommendations

- Develop and properly implement a child protection policy and provide more supervisors on a number of school buses.
- Ensure that the curriculum for Islamic Education and Arabic as an additional language meet the United Arab Emirates Ministry of Education requirements.
- Adopt a more imaginative approach to teaching from text book by using a range of additional resources to enrich and improve learning opportunities.
- Review and adapt the curriculum to take full account of the needs of the different groups of students and enhance the curriculum with extra-curricular activities and strengthened community links.
- Develop rigorous and formal systems for identifying and supporting students with special educational needs and provide for the needs of the gifted and talented.
- Establish robust procedures for self-evaluation, deriving from a rigorous analysis of school based information and providing a detailed set of action plans with attainable targets, timescales and clear outcomes.



 Improved from last inspection

 Declined from last inspection

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

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

- In Arabic as an additional language, most students had good listening skills and could respond correctly by using single words and phrases. They performed acceptably as independent readers, though when reading aloud they made errors in their pronunciation. When writing they made grammatical and structural mistakes and wrote only a few sentences.
- In conversational English classes, the majority of students demonstrated an understanding of new vocabulary, but did not have enough opportunities to use what they had learned in a meaningful situation. Reading was limited to short simple sentences. Most students could write short answer responses. The majority of students were not given the opportunity to produce extended writing.
- Students made better progress in mathematics in the upper primary school where they attained high levels of success in numeracy and fractions. Attainment in other areas of mathematics was weaker. The majority of students could use correct mathematical terminology.
- Students' attainment and progress in science was acceptable. They were able to gain adequate understanding of the main scientific concepts through hands-on activities and role-playing. They demonstrated understanding of the particle nature of matter. Their progress was often hindered by insufficient use of resources.

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

- In Arabic as an additional language, most students' listening skills were good. They could respond appropriately. They were confident independent readers, but made errors in pronunciation when reading aloud. Their handwriting was exemplary, but they made many grammatical and structural errors.



- Almost all students English listening skills were well developed. Their teachers used high quality English which supported their language development. Most students could engage in unprepared conversations on familiar topics, speaking fluently with good pronunciation and little hesitancy. Most could understand texts that used high frequency words about familiar subjects. In writing, most could construct simple connected text on familiar or personal topics.
- Numeracy, mental calculations and algebraic skills for most students were appropriately developed and were in line with expectations. Attainment in geometry, data handling, and problem solving was weak. Students had few opportunities to extend their skills in problem solving and enquiry.
- Students' used a good range of resources in science to acquire an adequate understanding of scientific concepts, such as the structure of the skeletal system.

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

- The majority of the students of Arabic as an additional language were good listeners and responded well to their teachers. They were confident in reading. They easily understood prescribed topics. Most had limited extended writing.
- Students could understand almost all of the main points of spoken English. They could engage in unprepared conversation on familiar subjects with a good degree of accuracy. They could read and understand articles concerning contemporary issues. They had a very good knowledge of vocabulary, enabling them to access specialised articles on topics, such as earthquakes. Their writing was still restricted to simple connected text on familiar subjects. Imaginative writing was not well developed. Progress in English slowed, because students did not extend themselves.
- In mathematics, most students were confident in abstract symbolic manipulations, functions and numerical skills. Development of other areas of mathematics, such as critical thinking and problem solving were hindered by the lack of challenging resources and open-ended problems.
- In science, students learned new concepts through experimentation. Their attainment was stronger when measured against Iranian National Standards than when benchmarked internationally. Their progress was good overall.

	Primary	Middle	High
Learning skills	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> <li>• Most students were enthusiastic and engaged in their learning. They demonstrated good attitudes and focus during lessons. Students in high school could confidently reflect on their own learning and take responsibility to improve it.</li> <li>• Most students collaborated and interacted effectively, when given the opportunity.</li> <li>• Independent learning, the application of learning to the real world and connections between areas of learning were underdeveloped throughout all phases of the school, as were inquiry, research and critical thinking skills.</li> </ul>			

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

	Primary	Middle	High
<b>Personal responsibility</b>	Good	Good	Good
<ul style="list-style-type: none"> <li>Students of all ages behaved in a mature, responsible way.</li> <li>They treated one another with respect and consideration and related very well to their teachers.</li> <li>Older students set a very good example to their younger colleagues in their standards of behaviour.</li> <li>All participated in a healthy exercise regime. A few did not make appropriate choices for their snacks.</li> </ul>			
	Primary	Middle	High
<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	Good	Good	Good
<ul style="list-style-type: none"> <li>Students demonstrated a good understanding of Islamic values. They understood the relevance and impact of these values on everyday life.</li> <li>They appreciated the heritage, traditions and local culture of the United Arab Emirates (UAE). They had prepared and participated in celebrations for the UAE national day. They had made informative displays relating to Emirati culture. Their depth of understanding was increased through imaginative activities in assemblies.</li> <li>Students fully appreciated and celebrated their own Iranian culture. They were insufficiently aware of common elements between other world cultures, arts and civilisations.</li> </ul>			
	Primary	Middle	High
<b>Community and environmental responsibility</b>	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> <li>Students were responsible and contributed actively to the life of the school. They performed voluntary community activities. They supported the Iranian hospital in its development for the treatment of childhood cancer.</li> <li>The school had established productive relationships with the Iranian community.</li> <li>Students demonstrated adequate awareness of the causes of environmental pollution, but they were not fully aware of its impact on climate change, nor were they involved in recycling projects.</li> <li>Students cared about the cleanliness of their school and respected the school surroundings.</li> </ul>			

### 3. How good are teaching and assessment?

	Primary	Middle	High
<b>Teaching for effective learning</b>	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> <li>Most teachers had secure subject knowledge. In the better lessons they motivated students with their enthusiasm.</li> <li>Teachers planned lessons in accordance with textbooks and workbooks approved by the Iranian Ministry of Education. Teachers' planning did not take sufficient account of the range of students' abilities in each class. A few teachers were aware of those students who were facing problems in their current learning and provided additional explanations.</li> <li>The majority of teachers attempted to engage students in dialogue to reinforce learning and progress. The success of such interactions relied on high expectations and challenging activities, but this was not always evident.</li> <li>Lesson activities and teaching strategies were often inadequately matched to meeting the learning needs of all students.</li> <li>Teachers made too little use of practical activities or tasks that were relevant to students' own experiences. Students therefore had limited opportunities for developing their critical thinking and independent learning skills.</li> </ul>			

	Primary	Middle	High
<b>Assessment</b>	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> <li>Assessment procedures were linked to the school's own programmes of study. They provided the school with appropriate information on students' performance.</li> <li>The school did not use any international benchmark comparisons against which to measure attainment and progress. The Iranian Education Office in Dubai made comparisons with other Iranian schools in the UAE. It also arranged some subject departmental meetings involving other similar schools to discuss student outcomes.</li> <li>The analysis of available data, tracking and recording of individual students' progress was underdeveloped.</li> <li>Assessment information was inconsistently used to plan lessons in order to meet the needs of all students. A few lessons included group activities where more able students assisted the less able.</li> <li>Teachers had an adequate knowledge of students' strengths and weaknesses. The regular testing programme did not yield information on gaps in learning. Teachers' marking of students' work was inconsistent and rarely included constructive comments.</li> </ul>			

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




	Primary	Middle	High
<b>Curriculum quality</b>	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> <li>The curriculum had an adequate rationale, content and balance. It was more focused on the acquisition of knowledge than on the development of skills.</li> <li>The continuity and progression of the curriculum were acceptable. The school adequately prepared students for their next stages in education.</li> <li>The curriculum was heavily driven by textbooks, thus limiting opportunities for students to improve and enjoy their learning.</li> </ul>			

- Cross-curricular links were evident in many lessons, but they were random and inconsistent across the school.
- The school reviewed the curriculum at the end of each term, however, it did not attempt to modify the curriculum to improve students' academic and personal development.

	Primary	Middle	High
<b>Curriculum design to meet the individual needs of students</b>	Unsatisfactory	Unsatisfactory	Unsatisfactory
<ul style="list-style-type: none"> <li>• The school did not do enough to amend the curriculum to cater for the needs of the different groups of students.</li> <li>• Curricular choices for older students were restricted to broad groupings of science, humanities, and computing. The curriculum did not provide sufficient choices for students to fulfil their interests, talents or aspirations.</li> <li>• Students were involved in very few extra-curricular activities. Their personal development was restricted.</li> </ul>			

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

	Primary	Middle	High
<b>Health and safety</b>	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> <li>• Child protection and other policies required up grading. Individual teachers could indicate a procedure for dealing with incidents, but no formal training had been provided for staff by the school. Students approached the school counsellor for advice on academic and social issues, and this advice was provided sensitively. Advice to students and their parents about safety when using the Internet and social media was acceptable.</li> <li>• The school had appropriate procedures to ensure the health and safety of students while in school. Entrances were carefully guarded. However, there was no procedure for recording the details of visitors. The nurse and part-time doctor maintained detailed records.</li> <li>• Not all of the school buses had an attendant on board. Additional supervision was required.</li> <li>• The canteen offered a variety of unhealthy snacks, which did not support the school's approach to healthy living. All students apart from those in Grade 12 had timetabled physical education classes. There were very limited opportunities for after-school games or sporting activities.</li> </ul>			

	Primary	Middle	High
<b>Quality of support</b>	Acceptable 	Acceptable 	Acceptable 
<ul style="list-style-type: none"> <li>• Teachers and students respected one another and generally demonstrated care and concern for the needs of others.</li> <li>• The school was effective in promoting good attendance and punctuality. Parents were contacted in the event of a student not attending school.</li> <li>• Although, the identification of students with a special educational need was carried out on entry to the school, classification using DSIB guidelines was inconsistent.</li> <li>• For the majority of students with a special educational need the level of support and progress in the key subjects was unsatisfactory. There was no provision of specialist staff to support the development of literacy or numeracy.</li> <li>• Students received individual support and high quality advice, including guidance on college entrance and careers.</li> </ul>			




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

	Overall
The overall effectiveness of provision for students with special educational needs	Unsatisfactory
<ul style="list-style-type: none"> <li>There were limited resources for students with special educational needs. The school counsellor had insufficient levels of support from suitably trained members of staff.</li> <li>The school did not have cohesive, well understood procedures to enable class teachers to carry out initial assessments for a wide range of needs.</li> <li>Hospital specialist staff made more detailed assessments regarding students with sensory issues.</li> <li>The cycle of review for individual students' progress and needs inadequately informed curricular interventions and modifications.</li> <li>Parents of students with special educational needs valued the close links and good communications with teachers and the school counsellor.</li> <li>Limited whole school systems for monitoring and tracking students' progress had a negative effect on supporting learning and personal outcomes.</li> </ul>	

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

	Overall
The effectiveness of leadership	Acceptable
<ul style="list-style-type: none"> <li>The Principal had a clear vision for the school: the pursuit of excellence. She shared this vision through frequent discussion, explanation and persuasion. The Principal was very ably assisted by the three heads of school, who performed their administrative duties conscientiously. They shared the Principal's vision. Through their monitoring of teachers' work, they tried to ensure improvement.</li> <li>Relationships between all staff were very productive.</li> <li>While the Principal had a clear view of where she wanted the school to be, she was constrained in her efforts to reach that goal. The requirements of the Iranian Ministry of Education restricted the school from taking the steps necessary to advance the overall performance of the school, and as a consequence to improve students' attainment and progress.</li> <li>Senior leaders had consolidated the good relationships in the school. However, they did not have high expectations, and had not been sufficiently rigorous in their ambitions for the students. They confused the creation of a warm, supportive environment with appropriate educational challenge and advancement.</li> </ul>	

	Overall
Self-evaluation and improvement planning	Unsatisfactory 
<ul style="list-style-type: none"> <li>• Evidence to support self-evaluation was gathered from a limited range of sources.</li> <li>• The Principal and her assistants regularly and carefully monitored teachers' planning and systematically evaluated classroom practice.</li> <li>• Strategic improvement plans indicated the establishment of committees to undertake development work. The outcomes were not clearly stated, and there was no procedure to measure what was required to have been achieved.</li> <li>• Plans were not sharply focused nor were they linked to clear student outcomes.</li> <li>• The school had not addressed the recommendations of the previous report, and had not realised the importance of making the changes suggested in the body of the report.</li> </ul>	




	Overall
Parents and the community	Acceptable
<ul style="list-style-type: none"> <li>• The school had established good links with parents, including a democratically elected parents' committee.</li> <li>• There were good communication between home and school. Parents had easy access to teachers to discuss their children' progress and to share any problems. There were no planned parents' meetings.</li> <li>• Parents received regular monthly reports, and some advice on how they could help with their children's education.</li> <li>• The school had a very strong, productive partnership with other Iranian schools in the UAE, sharing ideas and sometimes premises for the benefit of the students.</li> <li>• School contact with the wider community was minimal.</li> </ul>	

	Overall
Governance	Acceptable
<ul style="list-style-type: none"> <li>• The Iranian Education Board was deeply involved in the work of the school through frequent contacts, the monitoring of classes and the analysis of results in public examinations.</li> <li>• The Principal was fully accountable to the Board for the operation of the school and for the attainment of students.</li> <li>• The Board held regular meetings with a representative of parents, who was a member of a parental consultative committee. The Board took account of parents' views as channeled through this representative.</li> <li>• Officials of the Board had effectively coordinated the provision of additional resources for the school.</li> <li>• The Board had not ensured that the school was fully compliant with the United Arab Emirates Ministry of Education regulations for Islamic Education and Arabic as an additional language.</li> </ul>	

	Overall
Management, staffing, facilities and resources	Acceptable
<ul style="list-style-type: none"> <li>• The timetable enabled the school to function on a day-to-day basis, but there were inappropriate time allocations and inequitable distribution of periods throughout the week.</li> <li>• Teachers were appropriately qualified. Most of the teachers of Arabic were non-native speakers.</li> <li>• The buildings, while in reasonable repair, were not fit for modern teaching practices and methods. Many classrooms were cramped and made group work impossible in some cases.</li> <li>• There were minimal sports facilities'.</li> <li>• Although, there had been an increase in learning technology resources, they were not well used to support learning.</li> </ul>	

## 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	201	64%
	Last year	71	18%
 Teachers	19		59%
 Students	36		52%

- The majority of parents, teachers and students completed their surveys.
- In response to all questions, almost all parents expressed very positive views about the school.
- A few, roughly the same percentage in every case, were dissatisfied with their children’s progress in Islamic Education, Arabic as an additional language, English, mathematics and science.
- Almost all felt that their children were well taught and that their skills in learning were well developed. About one quarter paid for private tutoring to supplement what the school taught.
- Almost all parents were happy with the curriculum offered and with the way in which their children were prepared for life.
- A minority stated that their children did not receive a recognised qualification at the end of their schooling.
- Of the students who participated, almost all were satisfied with the quality of education they received. However, a minority felt that they were not making adequate progress in mathematics.
- Teachers were overwhelmingly supportive of all aspects of the work of the 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](mailto:inspection@khda.gov.ae)