

THE RACE FOR EXCELLENCE HAS NO FINISH LINE.
— SHEIKH MOHAMMED BIN RASHID AL MAKTOUM

ACCEPTABLE

المعرفة
Knowledge

INSPECTION REPORT

2017-2018

Iranian Salman
Farsi Boys School

Celebrating
10 years of
inspections

IRANIAN SALMAN
FARSI BOYS SCHOOL

IRANIAN CURRICULUM

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School information

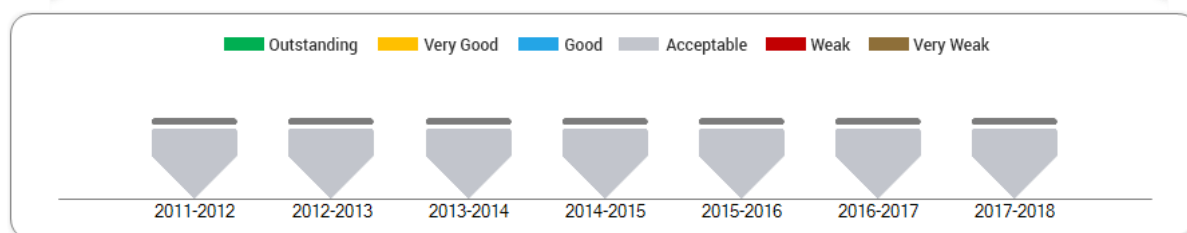
General information	
Location	Al Qusais
Type of school	Private
Opening year of school	1995
Website	http://www.irs-uae.com/salman/home.asp
Telephone	00971-4-2988116
Address	Qusais Dubai-P.O.BOX:3167
Principal	Hossein Hassan Khosravi Farsani
Principal - Date appointed	25/6/2017
Language of instruction	Farsi
Inspection dates	11 to 13 December 2017

Teachers / Support staff	
Number of teachers	35
Largest nationality group of teachers	Iranian
Number of teaching assistants	2
Teacher-student ratio	1:17
Number of guidance counsellors	2
Teacher turnover	30%

Students	
Gender of students	Boys
Age range	5-26
Grades or year groups	Grade 1-Grade 12
Number of students on roll	612
Number of children in pre-kindergarten	0
Number of Emirati students	0
Number of students with SEND	27
Largest nationality group of students	Iran

Curriculum	
Educational permit / Licence	Iranian
Main curriculum	Iranian
External tests and examinations	0
Accreditation	0
National Agenda benchmark tests	0

School Journey for Iranian Salman Farsi Boys School



The DSIB inspection process

In order to judge the overall quality of education provided by schools, inspectors consider the six standards of performance that form the basis of the UAE School Inspection Framework (the framework). They look at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judge how effective teaching and the assessment of learning are across the school. Inspectors consider how well the school's curriculum, including activities inside and outside classrooms, meet the educational needs of all students. They judge how well schools protect and support children. In addition, inspectors judge the effectiveness of leadership, which incorporates governance, management, staffing and facilities.

Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

Judgements are made on a six-point scale

DSIB inspection teams make judgements about different aspects, phases and subjects that form the work of the school, using the scale below, which is consistent with the framework.

Outstanding	Quality of performance substantially exceeds the expectation of the UAE
Very good	Quality of performance exceeds the expectation of the UAE
Good	Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)
Acceptable	Quality of performance meets the minimum level of quality required in the UAE (This is the minimum level for every school in the UAE)
Weak	Quality of performance is below the expectation of the UAE
Very weak	Quality of performance is significantly below the expectation of the UAE

Summary of inspection findings 2017-2018

Iranian Salman Farsi Boys School was inspected by DSIB from 11 to 13 December 2017. The overall quality of education provided by the school is **acceptable**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

Leadership and management

Under the leadership of the new principal, the school has moved forward. Senior managers are now fully committed to providing high quality education for all students. There has been a number of improvements since the previous inspection, particularly in the middle school and in science. Aspects of the curriculum, including moral education and social studies, require further development. The quality of resources for learning the English language is poor.

Students' achievement

Students' attainment and progress in Arabic are acceptable. Their progress is variable in English and has declined in the middle school. Their attainment and progress have improved in mathematics in the middle school. Most noticeable is the improvement in science, which is now very good in the middle and high schools. Students' learning skills are improving, but their ability to think critically and solve problems is underdeveloped.

Students' personal and social development, and their innovation skills

Students' personal and social development is a strength of the school. They have very positive and responsible attitudes. Students are consistently self-disciplined both in class and around the school. They help each other and work well in groups. Most demonstrate a very good understanding of safe and healthy living. They conduct various activities to enrich the local community and help those less fortunate.

Teaching and assessment

The quality of teaching is acceptable in the primary school and good in the middle and high schools. Teachers often plan lessons effectively in the middle and high schools. Assessment data are beginning to provide reliable information on students' progress to enable teachers to intervene when needed. This is less effectively managed in the primary school.

Curriculum

The school successfully implements the Iranian curriculum. In addition, students from Grades 1 to 12 study English language. Senior students have some opportunities to develop innovation, critical thinking skills and entrepreneurship. Students are encouraged to participate in art. Insufficient attention is given to the UAE moral education and social studies programmes.

The protection, care, guidance and support of students

Health and safety procedures have improved and are consistently high throughout the school, giving the care and protection of all students a high priority. Students are taught how to stay healthy and safe, including when they are working online. The medical and maintenance records are meticulous. Wheelchair ramps are too steep and pose a risk to users.

What the school does best

- Middle and high school students' attainment and progress in science and mathematics
- Students' attendance and their personal development in the middle and high schools
- The arrangements for keeping students safe and for promoting healthy lifestyles among them
- The provision and outcomes for students with special educational needs and disabilities (SEND)
- The school's positive partnerships with parents.








Key recommendations

- Raise students' attainment and increase their rate of progress across all subjects in the primary school by:
 - improving the consistency and quality of teaching and the use of assessment information
 - ensuring work is appropriately challenging for all students
 - ensuring that there is a clear focus on students' learning skills.
- Enrich learning in the primary school by providing more creative and innovative approaches.
- Review the moral education and social studies programmes to ensure they fully comply with the UAE Ministry of Education (MoE) requirements.
- Governors should ensure that the school complies with the UAE MoE regulations for the curriculum and teaching of Islamic education.

Overall School Performance

Acceptable

1. Students' Achievement

		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	Not applicable
	Progress	Acceptable	Acceptable	Not applicable
Language of instruction 	Attainment	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable
English 	Attainment	Acceptable	Acceptable ↓	Good
	Progress	Good	Acceptable ↓	Good
Mathematics 	Attainment	Acceptable	Good ↑	Good
	Progress	Acceptable	Good ↑	Good
Science 	Attainment	Good ↑	Very good ↑	Very good ↑
	Progress	Good ↑	Very good ↑	Very good ↑
		Primary	Middle	High
Learning skills		Acceptable	Good ↑	Good

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

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

3. Teaching and assessment

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

4. Curriculum

	Primary	Middle	High
Curriculum design and implementation	Acceptable	Acceptable	Good
Curriculum adaptation	Good ↑	Good ↑	Good

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

	Primary	Middle	High
Health and safety, including arrangements for child protection / safeguarding	Very good ↑	Very good ↑	Very good ↑
Care and support	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	Good ↑
Management, staffing, facilities and resources	Acceptable

National Priorities

National Agenda Parameter

In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021, with education being a prime focus. The National Agenda includes two major objectives developed with the intention of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries in the 'Programme for International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.



In response to this, each participating school was issued a report on their students' performance in these international assessments and, in addition, they were provided with clear targets for improving their performance. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving their individual National Agenda targets through the use of external benchmarking

assessments.

The following section focuses on the impact of the National Agenda Parameter in meeting the school's targets:

Not Applicable.

Moral Education

- There is no overall cohesion in the moral education programme. It lacks coherence and is implemented differently in almost all classes. Not all units and concepts are addressed.
- Teachers do not consistently use the designated textbooks and seldom supplement the work with additional materials.
- Most students speak Farsi and as the textbooks are written in English, they find it difficult to understand the text. Consequently, the moral message is sometimes lost.
- The assessment systems for moral education are not well-developed.

The school's implementation of the UAE moral education programme is underdeveloped.

Social Studies

- The UAE social studies programme is delivered from Grades one to nine. Teachers are in the early stages of demonstrating a proficient level of subject knowledge and implementing a wider range of strategies to engage students in learning.
- The textbooks are in English, which is too challenging for students whose first language is Farsi.
- There are few planned cross-curricular links, and the transfer of learning between UAE social studies and other subjects is insecure.
- Social studies outcomes are not formally assessed. As a result, the needs of all groups of students are not fully met.

The school's implementation of the UAE social studies programme is underdeveloped.


Innovation in Education

- There are only few significant examples of critical thinking and problem solving in the school. Students demonstrate that they are reflective and independent learners, especially in mathematics and science.
- Students have a positive work ethic and endeavour to complete all tasks asked of them.
- Teachers are inconsistent in their focus on developing students' critical thinking skills. Class activities do not provide adequate scope for meaningful discussions and debate.
- The curriculum provides increasing opportunities for a minority of students to develop innovation skills. For example, they get opportunities for painting, health and fitness, music and theatre studies.
- School leaders do not fully understand how to undertake imaginative planning in order to ensure that innovation is consistent in lessons and is an integral part of school life.

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

Main inspection report


1. Students' achievements

		Primary	Middle	High
Islamic education 	Attainment	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable

- Not Applicable

For development


- Not Applicable

		Primary	Middle	High
Arabic as an additional language 	Attainment	Acceptable	Acceptable	Not applicable
	Progress	Acceptable	Acceptable	Not applicable

- The school's assessment data shows that students in the middle school demonstrate levels of knowledge and understanding that are slightly better than those of students in the primary school. This is also evident in lessons and in students' work samples. However, they are still in line with curriculum expectations.
- Most primary school students understand and follow teachers' instructions. Their writing skills are developing in the primary school. They can only write short sentences using familiar words. The more able students speak well and read texts in line with expectations.
- Students in the middle school speak well and write coherent paragraphs covering a range of topics. Their reading skills are developing in line with expectations. In few lessons, teachers use Farsi to help students understand what is said in Arabic.

For development


- Improve students' free writing skills especially in the primary school.

		Primary	Middle	High
English 	Attainment	Acceptable	Acceptable ↓	Good
	Progress	Good	Acceptable ↓	Good

- Most students can read and understand age-appropriate texts, particularly in the high school where they explore challenging books in a variety of contexts. In the other phases, students' reading skills are not as strong because the provided tasks are too easy and do not always meet their needs.
- Students' speaking and listening skills are well developed and are the strongest aspect of literacy skills across the school. Their writing skills are weaker due to the lack of opportunities for extended and independent writing. Most students can write short simple sentences using limited vocabulary.
- Primary school students are improving their speaking and listening skills using an interactive software. They also use 'WhatsApp' to share short videos to support their own and their parents' language development.

For development


- Provide more opportunities for students to extend their reading and writing skills.

		Primary	Middle	High
Mathematics 	Attainment	Acceptable	Good ↑	Good
	Progress	Acceptable	Good ↑	Good

- In the middle and high schools, the majority of students achieve above the expected Iranian curriculum standards. They make good progress by responding positively to increasingly challenging tasks. In the primary school, students' attainment is in line with expectations, and their progress is hindered by low levels of challenge.
- Students extend their work in mathematics beyond the classroom. They make good use of new textbooks and information technology to improve their application of rules, logic and reasoning from one task to another.
- Students in the middle and high schools are motivated to apply new learning in carefully-structured and progressively more difficult tasks.

For development

- Improve students' attainment and progress in the primary school by providing them with appropriately-challenging tasks.

		Primary	Middle	High
 Science	Attainment	Good ↑	Very good ↑	Very good ↑
	Progress	Good ↑	Very good ↑	Very good ↑

- In general science, biology, chemistry and physics, students learn at a brisk pace, and the rate of their progress has improved in all the phases, especially in the middle and high schools. As a result, their attainment has also improved across the school.
- In most lessons, students' acquisition of knowledge is very strong. Their investigative skills and their application of the scientific method develop well, especially in the lessons that provide students with the opportunity.
- Improvements in students' attainment and progress in science are a result of embedding critical thinking and independent learning successfully into the curriculum, especially in the middle and high schools.

For development

- Provide primary school students with more opportunities for practical activities that promote their critical thinking and independent learning.

	Primary	Middle	High
Learning Skills	Acceptable	Good ↑	Good

- Middle and high school students take increasing responsibility for their own learning and are aware of their strengths and weaknesses. Their ability to collaborate effectively and to respond to challenging questions is gaining momentum. Primary school students' engagement, enthusiasm for learning, and ability to complete tasks without supervision, are less secure.
- In mathematics and science in the upper phases, students purposefully apply aspects of their own learning to a wider world context. When using technology, students display skills of enterprise and resourcefulness and create presentations on various topics.
- Students' skills in research, investigation and discovery are developing in some subjects where appropriate opportunities are provided. However, their ability to be creative, innovative and independent thinkers is limited, particularly in the primary school.

For development

- Ensure all teachers enrich primary school students' learning through a more creative and innovative approach.

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

	Primary	Middle	High
Personal development	Good	Very good	Very good

- Students have very positive and responsible attitudes. They are respectful of their teachers, other adults and their peers. They demonstrate strong self-reliance and thrive on critical feedback, especially in the middle and high schools. Students are consistently self-disciplined in lessons and around the school.
- Students are sensitive and show empathy to the needs of others. They help all their peers, especially the ones who are less fortunate. They demonstrate clear understanding of safe and healthy living.
- Attendance rates are very good. Although students are punctual to school in the morning, few arrive late to lessons after breaks.

	Primary	Middle	High
Understanding of Islamic values and awareness of Emirati and world cultures	Good ↑	Good ↑	Good

- Students have a clear appreciation and understanding of how Islamic values influence the contemporary UAE society. They listen respectfully to the Holy Qur'an in assembly and apply the principles of Islam in lessons and at break times through cooperation, respect and protecting the environment.
- Students are knowledgeable and appreciative of the heritage and culture of the contemporary life in the UAE. They sing the UAE national anthem, respect UAE traditions and take part in religious events. They have constructed a replica Emirati house which they use on national occasions and during social studies classes.
- Students demonstrate a clear understanding, awareness and appreciation of their own Iranian heritage and culture. However, their knowledge of other world cultures is not well developed.

	Primary	Middle	High
Social responsibility and innovation skills	Good ↑	Good ↑	Good ↑

- Students have a good understanding of their responsibilities and engage in activities that contribute positively to the wider community. They raise funds and offer a range of support to those affected by recent earthquakes. Within the school, students support their peers who have disabilities and work with them to present a craft fair.
- A positive and diligent work ethic is evident among students in all the phases. Student leaders have some creative ideas. Senior students have initiated a radio broadcast, "Voice of the Future", which informs the school community of daily news, sports, weather and key school events.
- Students in all the phases are very much aware of environmental issues. They keep the school clean and recycle litter appropriately. They have also created a school garden. They speak confidently about the contributions they can make to a sustainable environment.

For development

- Encourage students to participate in a wider range of activities that support conservation and sustainability.
- Ensure all students arrive punctually to classes after breaks during the school day.

3. Teaching and assessment

	Primary	Middle	High
Teaching for effective learning	Acceptable	Good ↑	Good

- The quality of teaching is variable across the school. It has improved overall in the middle school although it is not as effective in English as in mathematics and science in that phase.
- The majority of teachers demonstrate a secure subject knowledge. Effective lesson planning supports students' learning in the middle and high schools. This is especially true in lessons that have practical activities, co-operative learning and appropriate levels of challenge. Technology is used well to motivate students, particularly in art, mathematics and science.
- Some teachers dominate lessons in ways that restrict learning and limit the opportunity for group work and discussion. Critical thinking and problem-solving skills are not fully embedded in all subjects. The needs of all students are not consistently met in all subjects.

	Primary	Middle	High
Assessment	Acceptable	Acceptable	Acceptable

- Whole-school assessment procedures are applied across the phases and provide accurate measures of students' progress against the Iranian Ministry of Education curriculum standards. The use of these procedures is underdeveloped in the primary school.
- Assessment data provide important information about students' academic, personal and social development. They also provide reliable information on students' progress and enable teachers to intervene when they see that progress is insufficient.
- The school accurately informs students and parents of the progress made in each phase. The data analysis, however, is not used to make comparisons with other schools in Dubai or internationally. In the primary school, assessment data are used inconsistently to plan challenges for students with different abilities.

For development

- Improve the analyses of assessment data and the monitoring of teachers' planning to ensure that tasks in all subjects challenge the range of student abilities present.

4. Curriculum

	Primary	Middle	High
Curriculum design and implementation	Acceptable	Acceptable	Good

- The well-designed curriculum is based on the Iranian model and enhanced to meet the needs of students in the UAE. Lessons in innovation, entrepreneurship and critical thinking skills are included in the middle and high schools. These lessons enable students to develop skills within a cross-curricular context.
- The curriculum in the high school is more personalized than in the other phases, giving students time to focus on independent study and to get ready for university. However, students do not get sufficient extra-curricular choices to meet their individual talents and interests.
- Students in all grade levels study English in addition to the basic curriculum. This supports their application of literacy skills across the curriculum. The school pays insufficient attention to the development and delivery of the UAE moral education and social studies.

	Primary	Middle	High
Curriculum adaptation	Good ↑	Good ↑	Good

- The school is developing an effective strategy for adapting the school curriculum to meet students' widening interests in all phases. Students now get more opportunities to develop independent thinking and to learn outside the classroom through extended projects.
- Teachers are knowledgeable and recognise that curricular changes can improve students' achievement levels. Subject workbooks are modified to include tasks that demand greater levels of critical thinking and creativity. The provided extended learning opportunities include student-led projects and exhibitions in areas such as music, art, health and environmental awareness.
- The impact of the curricular changes made is evident in students' increased motivation, their improved learning behaviours and their enhanced personal development in all subjects. The curriculum, however, is not sufficiently modified for those students who learn more quickly than others.

For development

- Increase the range of extra-curricular activities to motivate students through opportunities for leadership, entrepreneurship and innovation.
- Review the curriculum with regard to moral education and social studies to comply with the UAE MoE requirements.

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

	Primary	Middle	High
Health and safety, including arrangements for child protection / safeguarding	Very good ↑	Very good ↑	Very good ↑

- Health and safety procedures are consistently strong throughout the school, giving the care and protection of all students a high priority. In all the phases, students are taught how to stay healthy and safe, including when online.
- The well-qualified specialist staff responsible for health and safety are a strength in the school. They ensure that all medical and maintenance arrangements are thorough and that records are meticulous. The ramps located in the school are too steep and pose a risk that requires additional attention.
- The recent introduction of 'WhatsApp' within the clinic has ensured that all parents are instantly informed of any concerns related to their children's health and are promptly invited to health-related school events.

	Primary	Middle	High
Care and support	Good	Good	Good

- Relationships between staff and students are respectful across all phases. Students' behaviour and attendance are managed very successfully. Students can discuss confidently any personal problems they have with the counsellors. Their personal and academic development is carefully monitored, and effective careers guidance is provided for older students.
- The systems for identifying students, especially those with specific learning difficulties, are improving. Specialist teachers provide students with effective support in the 'Special Unit'. The SEND team also provides training for classroom teachers to enable them to support students with SEND more effectively. Some students with gifts and talents have been identified.
- Primary school teachers are increasingly effective in helping students with SEND make progress. Teachers in the other phases are not as effective because they do not modify the curriculum sufficiently, particularly to meet the needs of the gifted and talented students.

For development

- Provide support for all teachers to enable them to modify the curriculum in order to meet the needs of all students including those with gifts and talents.

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND

Good

- The principal and the leaders of the inclusion team are committed to inclusive education and have appointed a governor and a champion for inclusion. Specialist staff have provided training in curriculum modification for all primary classroom teachers, which is resulting in improved progress and outcomes for students with SEND.
- The inclusion team is improving its procedures for the identification of students with SEND. Some gifted and talented students have also been identified.
- Most parents have been kept well informed of their children's progress through regular feedback. Parents are encouraged to contribute information to be used in their children's individual education plans. They value the advice they receive from teachers. This close partnership ensures that they can support their children in learning at home.
- Specialist teachers modify the curriculum successfully to make it more accessible for students with SEND. Not all class teachers, however, are modifying the curriculum appropriately for students with SEND. Talented students in sports and drama are provided with some challenging activities. However, students who are gifted in mathematics and science are not challenged sufficiently.
- Students' progress across the school is good overall. Students in the 'Special Unit' make the best progress. Most teachers, however, do not monitor students' progress carefully and as a result, their learning needs are not adequately met.

For development

- Improve all classroom teachers' ability to support students with SEND effectively.

6. Leadership and management

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

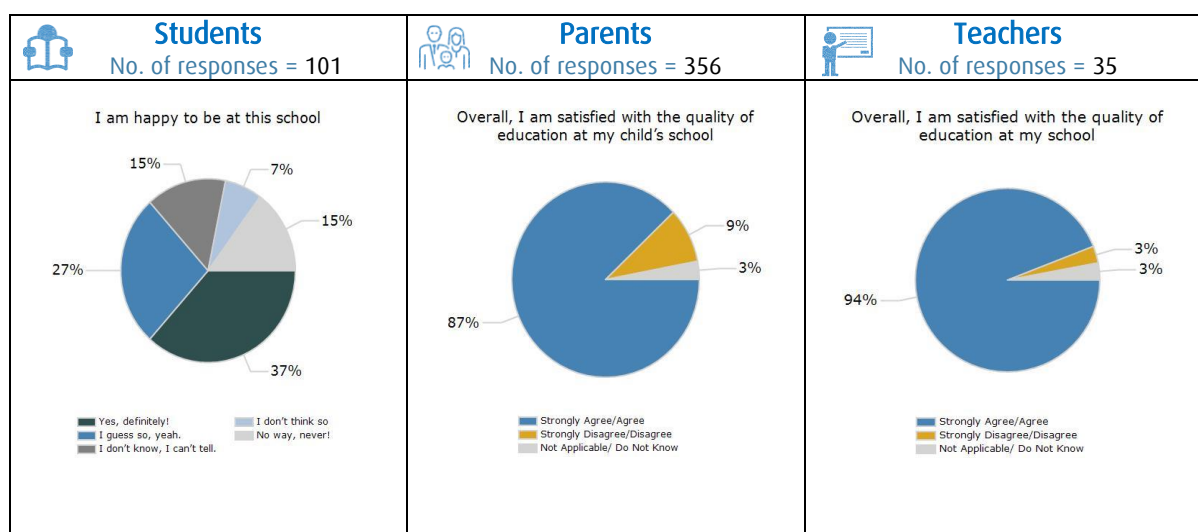
- Under the leadership of the new principal, senior managers are now fully committed to providing high quality education for all students. They share a common vision for the school and demonstrate a clear understanding of most aspects of the curriculum, teaching, learning and assessment. Relationships and communication within the leadership team have improved and are now good. School leaders respond well to external demands.
- The newly-appointed principal has identified deficiencies in the previous self-evaluation and improvement planning system and has begun to establish a more rigorous and effective approach. Senior leaders regularly observe teaching, review the quality of students' work and monitor their progress. Steps are being taken to review the action plan to include timescales, detailed actions, resourcing, responsibilities and precise success criteria.
- The school's engagement with parents and the Iranian community is very strong. The principal and his team encourage parental involvement and value parents' opinions and suggestions. Communication between parents and the school is very effective and information is exchanged in a variety of ways including telephone calls, emails, newsletters and 'WhatsApp'.
- The governing board consists of local representatives of the Iranian Ministry of Education. Parents are actively consulted and are very positive about recent developments. The board works closely with the principal to agree on priorities and required actions. The board members have a clear understanding of the school's needs and are committed to improving the quality of teaching, learning, assessment and students' progress.
- The daily operations of the school run smoothly. Teachers do not always make best use of the 90-minute sessions, which results in a negative impact on students' achievements. Teachers have access to high quality in-service training to enable them to meet the learning needs of an increasing number of students. The school has an insufficient number of English language books to allow students to improve their language skills.




For development

- Develop the monitoring skills of the primary school leaders to enable them to support fully the drive for improvement in teaching and learning in all subjects.

The views of parents, teachers and senior students

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



 Students	<ul style="list-style-type: none"> Almost all students who responded are positive about most aspects of the school. A third of them feel that the food they are offered is not healthy, whilst a fifth indicate they do not receive sufficient academic or careers advice about life after school.
 Parents	<ul style="list-style-type: none"> Almost all parents responding to the survey are satisfied with the quality of education provided by the school. They feel that the school is well led and that they are kept well informed about how their children are progressing.
 Teachers	<ul style="list-style-type: none"> All teachers that responded agree with parents' positive views about the quality of education and the safety provided by the school. However, a small number feel that the school does not offer students sufficient extra-curricular opportunities or appropriate academic or careers advice.

What happens next?

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

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

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

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

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