

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

Inspection Report 2018-2019

Iranian Towheed Girls
School

11 YEARS OF INSPECTIONS

Acceptable



























Curriculum
Iranian



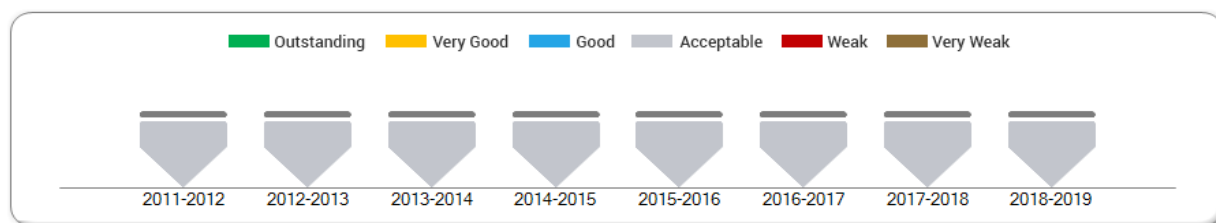
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School Information

General Information	 Location	Al Karama
	 Opening year of School	1992
	 Website	www.gi_st.com
	 Telephone	00971-4-3961234
	 Principal	Kobra Mohammad Asadi
	 Principal - Date appointed	9/01/2016
	 Language of Instruction	Farsi
	 Inspection Dates:	10 to 12 December 2018
Students	 Gender of students	Girls
	 Age range	6 to 18
	 Grades or year groups	Grade 1 to Grade 12
	 Number of students on roll	215
	 Number of Emirati students	0
	 Number of students of determination	16
	 Largest nationality group of students	Iranian
Teachers	 Number of teachers	21
	 Largest nationality group of teachers	Iranian
	 Number of teaching assistants	0
	 Teacher-student ratio	1:10
	 Number of guidance counsellors	1
	 Teacher turnover	29%
Curriculum	 Educational Permit/ License	Iranian
	 Main Curriculum	Iranian
	 External Tests and Examinations	Iranian Ministry of Education
	 Accreditation	Ministry of Iran
	 National Agenda Benchmark Tests	N/A

School Journey for Iranian Towheed Girls School



Summary of Inspection Findings 2018-2019

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

- Attainment and progress are acceptable in science in the primary phase, and in Arabic and English in the primary and middle phases. Although attainment is acceptable, progress is good in mathematics in the primary and middle phases, and in English in the high school. Both progress and attainment are good in science in the middle phase and in mathematics and science in the high school.
- Students' personal development is very good in the primary phase and outstanding in the middle phase and high school. Students have a positive work ethic and most are self-disciplined. Their appreciation of how Islamic values influence UAE society is increasing. Their environmental and social awareness is strong in the middle phase and high school. Opportunities for students to apply their innovation and entrepreneurial skills are limited, particularly in the primary phase.

Provision for learners

- Teaching is most effective in the middle phase and high school where teachers' subject knowledge is more secure. In all phases, not enough use is made of assessment information to plan learning activities. Use of questioning to probe students' understanding and to develop their critical reasoning skills is seen in only a few lessons. Not all teachers in the primary phase understand how students learn.
- The school curriculum does not fulfil the requirements of the Ministry of Education (MoE) guidance for the provision of Islamic education. The curriculum is mostly knowledge-based with some skills development. In most subjects, there are few modifications to meet the needs of all groups of students, particularly students of determination, higher achievers and those whose home language is not Farsi.
- All staff are aware of the importance of keeping students safe. They take their responsibilities seriously and students are supervised effectively at all times. Healthy living is promoted well and there are effective systems for monitoring students' physical, social and emotional well-being. This results in good guidance and support for their personal development. Academic guidance for older students supports their choice of subjects and higher education pathways.

Leadership and management

- Although leaders are committed to continuous improvement, inconsistency in the effectiveness of subject leadership is slowing the progress being made. The school's self-evaluation is inaccurate and does not provide a secure base for improvement planning. Parents are very supportive and are increasingly involved in supporting students' learning at home. Governors are providing significant additional resources to tackle the weaknesses identified in the previous inspection report.

What the School does Best:

- Good attainment and progress in science in the middle phase, and in mathematics and science in the high school
- The personal and social development of students
- Students' understanding of Islamic values and their relevance to life in Dubai
- The strong links with parents, students' excellent attendance, and the enhanced resources to support teaching and learning.








Key Recommendations:

- Raise attainment and progress in all subjects and phases by ensuring that:
 - leaders and all teachers have a clear understanding of what constitutes high-quality learning and teaching
 - teachers make full use of assessment information to plan work that is suitably challenging for students of all ability levels, and teach their lessons as planned
 - there is an emphasis on the development of critical thinking, problem-solving and independent learning skills
 - teachers make regular checks of students' progress to identify and tackle gaps in learning.
- Improve the effectiveness of leadership and improvement planning by ensuring that:
 - judgements of the school's performance are accurate and form a reliable base for improvement planning
 - improvement plans specify measurable, realistic targets that are focused on student outcomes which are to be achieved within a set timescale
 - plans identify the individual responsible for monitoring each of the actions.
- Improve provision and outcomes for students of determination by ensuring that:
 - provision is guided by clear strategic action planning
 - teachers have the skills necessary to reduce barriers to learning
 - effective support enables students to maximise their potential.

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	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	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Good
 Mathematics	Attainment	Acceptable	Acceptable	Good
	Progress	Good	Good	Good
 Science	Attainment	Acceptable	Good	Good
	Progress	Acceptable	Good	Good
Learning skills		Good ↑	Good	Good

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

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

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

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

6. Leadership and management

The effectiveness of leadership	Acceptable
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](#)

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. 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 :

Registration requirements

Reading Across the Curriculum

- Action to improve students' attainment and progress in reading is beginning to have a positive effect. However, insufficient use is made of assessment data to guide curriculum interventions.
- Most students are increasingly confident in their reading. They adopt a range of strategies to help them to understand unfamiliar words and phrases.
- The use of the library to support initiatives intended to promote life-long readers is at an early stage.
- Leaders declare a commitment to promoting reading as a lifelong skill. However, because the school does not have a reading policy, the development of students' reading skills is inconsistent.

The schools provision, leading to raised outcomes in reading across the curriculum is Emerging.

For Development:

- Develop a school reading policy and a reading development action plan that is routinely checked to ensure consistency in implementation.

UAE Social Studies

- The school is developing the UAE social studies curriculum to ensure coverage for all grades. However, curriculum planning is not sufficiently adapted to meet the needs of all learners.
- When given the opportunity, students demonstrate the ability to learn collaboratively and to find out things for themselves. They have few opportunities to use technological devices to support their learning.
- Most students attain levels that are broadly in line with curriculum expectations, particularly in their acquisition of factual information. Research and investigative skills are less secure.
- Recent work indicates that most students make expected progress from their individual starting points.

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

Innovation

- When given the opportunity, many students display the capacity to be creative and reflective. However, they have few occasions to apply these skills, or to use technological devices, in lessons.
- Through a wide range of activities, students demonstrate their sense of social responsibility. This contributes much to the school's inclusive atmosphere.
- In a few lessons, teachers provide opportunities for innovative learning. In most lessons, particularly in the primary phase, over-direction by teachers restricts opportunities for students to learn independently.
- Innovation is mainly promoted through projects and extra-curricular clubs. The development of innovation as an integrated, cross-curricular theme is at an early stage.
- Through links with other schools, leaders are beginning to introduce more innovative teaching strategies.

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

Main Inspection Report

1. Students' Achievement

Islamic Education

	Primary	Middle	High
Attainment	Not applicable	Not applicable	Not applicable
Progress	Not applicable	Not applicable	Not applicable

Not Applicable.

Arabic as an Additional Language

	Primary	Middle	High
Attainment	Acceptable	Acceptable	Acceptable
Progress	Acceptable	Acceptable	Acceptable

- Students' attainment and progress are in line with curriculum expectations in the primary and middle phases, and have not improved over the previous three years. Their ability to engage in conversations is stronger in the middle phase.
- In both phases, students' listening and comprehension skills are stronger than their speaking and writing skills. They confidently read aloud familiar texts, but are not always able to understand the meaning of what they read. Students do not have enough opportunity to discuss the use of new vocabulary.
- Students are not confident enough to engage in meaningful conversations. While handwriting and copying are usually neat and clear, most are unable to write independently at any length.

For Development:

- Provide more opportunities for students to practise conversational Arabic and to develop their independent writing skills.

English

	Primary	Middle	High
Attainment	Acceptable	Acceptable	Acceptable
Progress	Acceptable	Acceptable	Good

- Most students in the primary and middle phases make steady progress in speaking, listening, reading and understanding, more so than in writing. In the high school, students make better progress and by the end of Grade 12 most can communicate and write reasonably well.
- Students in all phases are keen to talk about their learning and most interact well with their peers and teachers. Older students can produce detailed, well-written work.
- A lack of opportunity to develop their critical thinking and extended writing skills is impeding more rapid progress and higher attainment. The use of technology to support learning is not sufficiently developed in the primary and middle phases.

For Development:

- Provide more opportunities for students to develop their critical thinking and extended creative writing skills.

Mathematics

	Primary	Middle	High
Attainment	Acceptable	Acceptable	Good
Progress	Good	Good	Good

- Although the majority of students make good progress during lessons, many students in the primary and middle phases do not achieve their best because the curriculum is not challenging enough. Nevertheless, they develop acceptable reasoning skills and an understanding of basic mathematical concepts.
- Students in the primary phase can recognise three-dimensional shapes, compare fractions and multiply decimals. In the middle phase, they can write an equation using function notation, and can explain independent and dependent variables. In the high school, students use linear and quadratic equations with confidence.
- A focus on algebra and geometry is improving students' mathematical skills. However, the absence of regular and suitably challenging problem-solving activities limits attainment, especially in the primary and middle phases.

For Development:

- Develop students' problem-solving and critical thinking skills by providing more challenging work, particularly in the primary and middle phases.

Science

	Primary	Middle	High
Attainment	Acceptable	Good	Good
Progress	Acceptable	Good	Good

- Internal and external assessment data, together with students' work in lessons and in their notebooks, show that attainment and progress in all phases are variable. The strongest attainment is in the middle phase and high school where a majority of students achieve above curriculum expectations.
- Most students in the primary phase develop a limited range of scientific skills through occasional investigative activities. However, the acquisition of knowledge dominates most lessons. In the middle phase, a majority of students is beginning to develop their scientific thinking and research skills.
- By the end of the high school, the majority of students can apply their knowledge to solve a range of scientific problems. Although students' progress is enhanced by linking their scientific learning to everyday experiences, the work is often not challenging enough.

For Development:

- Raise the level of challenge and systematically develop students' understanding of the scientific method and their skills of scientific enquiry.

Learning Skills

	Primary	Middle	High
Learning skills	Good ↑	Good	Good

- In all phases, students are enthusiastic learners and willing to work hard. When given the opportunity, they show that they are able to learn independently. Older students lead assemblies that deal with healthy exercise and meditation. At break times, they support younger students who need help with their studies.
- When working in pairs or in small groups, students show that they are able to learn collaboratively. They can apply their learning to the real world and make connections between different areas of learning. They respond well to constructive feedback from their teachers.
- Students in the primary phase have more opportunities to demonstrate their independent learning skills, particularly through homework. However, the application of independent learning and problem-solving skills are underdeveloped features of most lessons. Students have few opportunities to use technological devices to support their learning.

For Development:

- Ensure that students are provided with more opportunities to develop and apply their independent learning and problem-solving skills, and to use technology to support their learning.

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

	Primary	Middle	High
Personal development	Very good	Outstanding ↑	Outstanding ↑

- Across all phases, students display very positive attitudes and behaviour. In the middle phase and high school, students are self-disciplined and take responsibility for those who are younger. Consistency in self-discipline is less evident in a few lower primary lessons. Relationships are very respectful and considerate.
- Attendance is exceptionally high across all phases. Most students are punctual at the start of the day. They show a strong commitment to following a safe and healthy lifestyle. Their willingness to support one other contributes much to the school's friendly, family atmosphere.
- Students' personal and social development is considerably enhanced by their leadership of clubs and activities at break times. Older students' exemplary behaviour is particularly influential at these times. Students resolve difficulties in mature ways and respond exceptionally well to peers and adults.

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

- Students in the middle phase and high school demonstrate a secure knowledge of Islamic values and how they influence life in the UAE. Primary students' depth of understanding and ability to relate Islamic values to different aspects of life are less consistent.
- Appreciation of the culture of the UAE, and understanding of the history and traditions of the country, have improved in the middle phase and high school. Students fully appreciate their own cultural background and understand the importance of diversity in modern Dubai.
- Through a range of student-led assemblies, activities and celebrations, students develop an increased understanding of the wider world. Older students, in particular, can give details of the similarities and differences between a variety of world cultures.

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

- Students are increasingly mature and understand their responsibilities as members of the school community. Older students take on key roles and are involved in volunteering and in a variety of charitable activities. They act as very positive role models for those in the lower grades.
- Most students have a positive work ethic. When given the opportunity, they show initiative and make independent decisions. However, they do not have enough opportunities to develop and apply their innovation and entrepreneurial skills.
- Students show a good understanding of environmental sustainability, evident in their involvement in the recycling of everyday plastic products. Growing plants from seeds reinforces their awareness of environmental issues.

For Development:

- Increase opportunities for students to develop their entrepreneurial skills.

3. Teaching and assessment

	Primary	Middle	High
Teaching for effective learning	Acceptable	Good	Good

- Teaching is more effective in the middle phase and high school because most teachers have a secure subject knowledge and pedagogy. In the primary phase, some teachers do not know how young students learn.
- In the more effective lessons, work is well-planned and suitably challenging. This enables students to make good progress. However, teaching of this quality is not consistent, particularly in the primary phase.
- The development of critical thinking and innovation is at a very early stage. The impact of training to develop teachers' questioning skills, to probe students' understanding and to develop their critical reasoning skills, is seen in only a few lessons.

	Primary	Middle	High
Assessment	Acceptable	Acceptable	Acceptable

- Regular assessments of students' attainment provide mostly accurate information that is beginning to be used to track students' progress. However, apart from the annual Iranian national tests, there are no international assessments against which the internal results can be compared.
- Recently introduced computer software enables assessment data to be systematically analysed, and provides information on students' progress. However, this information is not being used to inform lesson planning or to match work to students' learning needs.
- Insufficient use is being made of assessment information to guide students on the standard of their work and what they need to do in order to improve. Students are given few opportunities to learn through self- and peer-assessment.

For Development:

- Ensure that full use is made of assessment systems to track students' progress, and use this knowledge to match coursework to students' attainment levels.

4. Curriculum

	Primary	Middle	High
Curriculum design and implementation	Acceptable	Acceptable	Acceptable

- The school curriculum does not fulfil the MoE requirements for the teaching of Islamic education. The curriculum in all phases has a clear rationale and is closely aligned to the Iranian Ministry requirements. It is mostly knowledge-based with some skills development.
- The curriculum is planned to provide transition across phases and to build on students' prior learning. A few cross-curricular links foster the transfer of learning. Students' learning is enhanced by break time activities, many of which are led by students with particular gifts and talents.
- Regular reviews ensure that the curriculum is closely mapped to curriculum standards. Assessment and other information to guide curriculum development are in the early stages of being used to good effect. Older students are able to follow science or mathematics pathways.
- Moral education is taught in all phases and is embedded in the curriculum.

	Primary	Middle	High
Curriculum adaptation	Acceptable	Acceptable	Acceptable

- There are positive examples of curriculum modification in mathematics in the middle phase and high school. Modification to meet the needs of all students is less effective in other subjects, in particular for students of determination, higher achievers and those for whom Farsi is not their home language.
- Students extend their experiences through a few enrichment and entrepreneurial activities, although these are not widely available to all students. Older students have the opportunity to develop innovation and problem-solving skills through leadership of cross-curricular and charitable projects.
- Exposure to the UAE culture and heritage is provided through UAE social studies, special events, celebrations and assemblies that enhance their knowledge and understanding. Students in the high school have opportunities to study current and future developments in the UAE.

For Development:

- Provide more planned opportunities for students to develop innovative and problem-solving skills in all phases.
- Ensure that the curriculum is appropriately modified to meet the needs of all groups of students.

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

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

- All staff are aware of the importance of keeping students safe and take their responsibilities seriously. However, not all are familiar with the school's child protection policy. Students are effectively supervised at all times, keeping them safe both within school and when on school transport.
- Frequent checks of the facilities and equipment ensure a safe environment for students and staff. Records are maintained of the action taken to rectify any problems that are identified during the checks of the premises.
- Healthy living is promoted effectively. Medical personnel help to promote students' understanding of safe and healthy living. Health records and medications are stored securely. Where necessary, teachers are confidentially informed about special health considerations.

	Primary	Middle	High
Care and support	Good	Good	Very good ↑

- The caring ethos and respectful relationships enable students to enjoy school and to feel well-supported. The positive approach to behaviour management ensures that students are courteous and self-disciplined at all times, although there are a few lapses in the lower primary phase.
- The school is highly successful in promoting regular attendance and punctuality. Students' well-being and personal development are monitored effectively. Academic guidance for older students supports their choice of subjects and higher education pathways.
- The school uses a variety of assessment procedures to identify students of determination and those with particular gifts and talents. The level of challenge and support provided for these students is variable. Students with gifts and talents have opportunities to excel in extra-curricular activities.

For Development:

- Ensure that all staff fully understand the school's child protection policy and procedures.

Inclusion of students of determination (Students of determination)

Provision and outcomes for students of determination

Acceptable

- Governors and leaders promote an inclusive ethos in the school. This is reflected in the school's welcome for students of determination. Additional resources have enhanced provision since the last inspection. Not all teachers understand how to support students of determination in lessons.
- The school identifies students with a diversity of needs at an early stage and provides prompt interventions. However, students' primary barriers to learning are not always identified accurately. Consequently, intervention programmes are not always clearly focused on meeting students' specific needs.
- Parents value the caring and inclusive ethos of the school. They are fully involved in all stages of the assessment process, including planning interventions and reviewing progress. They value the regular updates on their children's progress and the school's responsiveness to any concerns.
- Curriculum modification and support in lessons are variable. Teachers do not take sufficient account of students' prior learning, and tasks and support are not always well matched to students' needs and abilities.
- Because personal development and well-being are high priorities in the school, most students of determination make good progress in the development of personal and social skills. However, students' academic development is restricted because they have few opportunities to work independently.

For Development:

- Ensure that students' primary barriers to learning are accurately identified, and that appropriate personalised interventions are planned and implemented.
- Provide high-quality professional training for all staff to equip them with the necessary skills to support students of determination in lessons more effectively.

6. Leadership and management

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



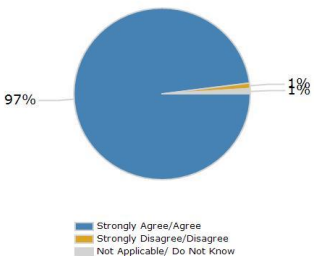



- Senior leaders are committed to inclusion and to continuing improvement. The benefits of training to improve the quality of teaching are beginning to be seen in the middle phase and high school, but less so in the primary phase. Subject leadership is good in mathematics, but more variable in other subjects.
- The school's self-evaluation is over-generous because too much weight is placed on inflated internal assessment data. Inconsistencies in provision have not been identified. The development targets set in the school action plan are not specific enough to provide a secure basis for improvement planning.
- Parents are actively involved in many aspects of school life. The parents' council has a high profile and ensures that the parents' voice is heard and that the school responds. Communication between home and school has improved. Parents are increasingly involved in supporting learning at home.
- The governing board includes representation of all stakeholders. Their views are taken into account in policy making and planning. Governors have provided significant additional resources to tackle the weaknesses identified in the previous inspection report. However, they have not linked the provision of additional resources to measurable improvements in students' attainment and progress.
- The school runs smoothly on a day-to-day basis. Resources to support learning have been improved by the provision of electronic whiteboards in every classroom and a refurbished and extended library. Stimulating displays celebrate students' achievements. The school is adequately staffed and teachers are deployed effectively. Professional training is linked to the school's improvement priorities.



For Development:

- Ensure greater consistency in the quality and effectiveness of subject leadership and that evaluations of the school's effectiveness are accurate.
- Ensure that governors evaluate the impact of additional resources on the quality of teaching and learning, and on students' attainment and progress.

The View of parents and students

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

 Students No. of responses = 0	 Parents No. of responses = 74
	<p>Overall, I am satisfied with the quality of education at my child's school</p>  <p>97% 1%</p> <p>  Strongly Agree/Agree  Strongly Disagree/Disagree  Not Applicable/ Do Not Know </p>

 Students	<ul style="list-style-type: none"> Students did not access the survey.
 Parents	<ul style="list-style-type: none"> Parents are very positive about the quality of care provided by the school and their children's safety. They are pleased with the way in which school leaders listen to their views and with the information which they receive on their children's progress. They feel that there is a real partnership between home and school. Inspection findings are consistent with these views.

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