

GOOD



2019-2020

INSPECTION REPORT

IRANIAN CURRICULUM

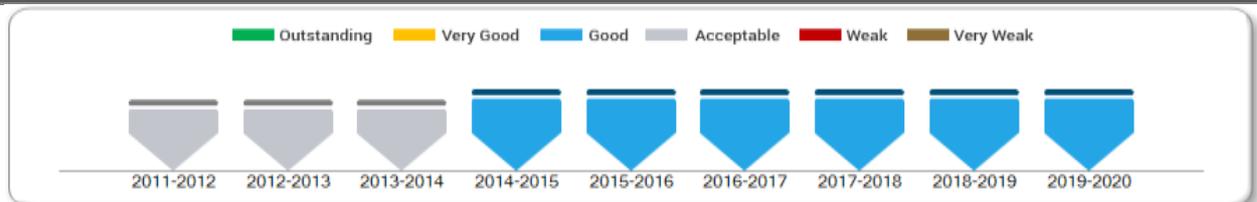
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School Information

General Information	 Location	Al Quoz
	 Opening year of School	1958
	 Website	www.bi-st.com/
	 Telephone	0097-4-3389953
	 Principal	Ali Sohrabi
	 Principal - Date appointed	9/1/2019
	 Language of Instruction	Persian / English
	 Inspection Dates	09 to 12 December 2019
Students	 Gender of students	Boys and girls
	 Age range	4 to 18
	 Grades or year groups	KG 1 to Grade 12
	 Number of students on roll	677
	 Number of Emirati students	0
	 Number of students of determination	19
	 Largest nationality group of students	Iranian
Teachers	 Number of teachers	67
	 Largest nationality group of teachers	Iranian
	 Number of teaching assistants	16
	 Teacher-student ratio	1:10
	 Number of guidance counsellors	2
	 Teacher turnover	8%
Curriculum	 Educational Permit/ License	IB
	 Main Curriculum	Iranian
	 External Tests and Examinations	Iranian Leaving Certificate, International Baccalaureate (IB)
	 Accreditation	IB
	 National Agenda Benchmark Tests	Measures of Academic Progress (MAP)

School Journey for IRANIAN TOWHEED BOYS SCHOOL



Summary of Inspection Findings 2019-2020

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

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Students' Outcomes</p>	<ul style="list-style-type: none"> • Attainment and progress in Arabic are good in the primary phase and acceptable in the middle phase. They are good in science in all phases and very good in mathematics in the middle and high school phases. In English, these have improved in the primary and middle phases and are now very good in all phases except the Kindergarten (KG). Students have very good learning skills in the high school and good skills elsewhere. • Students behave very well and have very positive attitudes to their work and to others. They show appreciation of Islamic values and Emirati culture, and implement Islamic values well in their lives. Students help others, are environmentally aware, and can be innovative when given opportunities, particularly at the middle and high school phases.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Provision for learners</p>	<ul style="list-style-type: none"> • Teachers have good subject knowledge and generally explain things well. In the best lessons they promote student-centered learning effectively, though this aspect is inconsistent across subjects and phases. Teachers do not consistently use assessment data to match tasks and activities to the learning needs of different groups of students. Some tests are not well aligned to the required standards. • The curricula for the national and international sections are well designed. The International Baccalaureate (IB) is a positive feature of the high school in the international section, and students benefit from a wide range of choices in this phase. The curriculum is adapted well to meet the needs of different groups, particularly in the high school. The school's curricula do not fulfil the Ministry of Education (MoE) requirements for Islamic education. • The school has appropriate arrangements for promoting healthy lifestyles, delivering effective care and support for students, and ensuring that all in the school are safe and secure. Staff implement the arrangements successfully. The school identifies barriers to learning well and supports students of determination effectively so that most make at least acceptable progress.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Leadership and management</p>	<ul style="list-style-type: none"> • Senior leadership continues to be strong and effective in promoting good teaching and good or very good achievement. Working with governors, senior staff employ a wide range of approaches to monitoring the work of the school. Occasionally, self-evaluation judgements are too generous. Partnerships continue to be outstanding and of benefit to the school. Management, staffing, facilities and resources remain at a very good level.

The Best Features of The School:

- The strong progress and attainment of students in both sections in English at the primary, middle and high school phases and in mathematics at the middle and high school phases
- Students' behavior and attitudes, respect for Islamic values and, particularly in middle and high school, skills in showing social responsibility by helping others and being environmentally aware
- The very good curriculum in the high school, which is taught well, developing strong learning skills in the students
- The school's appropriate arrangements for health, safety, care and support, which are implemented very effectively
- The continuing very strong partnerships with parents and others which benefit the school and students.

Key Recommendations:

- Governors should support senior leaders to implement the following recommendations and hold them to account for accurate self-evaluation judgements which lead to the implementation of targeted improvement plans.
- Improve attainment and accelerate progress in Arabic in the middle school by ensuring that the curriculum covers all aspects of language appropriately, assessment is aligned to standards, and teachers set appropriately high expectations of what students can achieve.
- Use data to match lesson activities and objectives to the learning needs of different groups, ensuring appropriate challenge and progress for all students.
- Achieve more consistently high-quality teaching by sharing the best practice which exists in the school.
- Take assessment data into account accurately when monitoring and evaluating the quality of students' progress and attainment, and ensure that internal assessments are in line with the relevant curriculum standards.

Overall School Performance

Good

1. Students' Achievement

		KG	Primary	Middle	High
 Islamic Education	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
 Arabic as a First Language	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
 Arabic as an Additional Language	Attainment	Not applicable	Good	Acceptable	Not applicable
	Progress	Not applicable	Good	Acceptable	Not applicable
 English	Attainment	Good	Very good ↑	Very good ↑	Very good
	Progress	Good	Very good ↑	Very good ↑	Very good
 Mathematics	Attainment	Good	Good	Very good	Very good
	Progress	Good	Good ↓	Very good	Very good
 Science	Attainment	Good	Good	Good	Good ↓
	Progress	Good	Good	Good ↓	Good ↓
 UAE Social Studies	Attainment	Good			

	KG	Primary	Middle	High
Learning skills	Good	Good	Good	Very good

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

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

3. Teaching and assessment

	KG	Primary	Middle	High
Teaching for effective learning	Good	Good	Good	Very good
Assessment	Good	Good	Good	Good

4. Curriculum

	KG	Primary	Middle	High
Curriculum design and implementation	Good	Good	Good	Very good
Curriculum adaptation	Good	Good	Good	Very good

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

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

6. Leadership and management

The effectiveness of leadership	Very good
School self-evaluation and improvement planning	Good
Parents and the community	Outstanding
Governance	Good
Management, staffing, facilities and resources	Very 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 the UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets. [The following section focuses on the success of the school in meeting the National Agenda Parameter targets :](#)

For Development:

Not applicable

Moral Education

- The teaching of moral education is inconsistent. Teaching ranges from lessons that rely solely on the textbook, to lessons that engage the students and encourage them to express their opinions, disagree respectfully, change opinions based on evidence and develop moral reasoning.
- Regular assessment ensures that all students have the opportunity to succeed. Qualitative feedback, relating to the four pillars, helps students understand where their personal strengths and areas for development lie. Reports to parents are in the early stages of development.
- The moral education program is designed in accordance with UAE expectations and is supported by the strong, caring values embodied in the school's ethos. Opportunities to make links to other subjects and to aspects of real life are not fully developed.

The school's implementation of the moral education programme is **meeting expectations**.

For development:

- Encourage students to identify real world problems and cross-curricular issues and discuss these in the context of moral values.

Innovation

- Students are increasingly using online resources for independent work, though this type of learning is inconsistent across sections, phases and subjects.
- Teachers organize opportunities for students to be innovative as, for example, participants in the moral leaders' group or in gardening and green space activities. Students are now well placed to initiate their own projects.
- The trend is for more use of technology by teachers. The outer space room helps teachers in primary to deliver creative teaching about planets and the universe.
- School leaders promote a growing range of clubs and activities which allow students to be creative and entrepreneurial, such as the wall-painting and gardening projects and business activities.
- Senior leaders are having some success in being innovative, for example by having a parent health ambassador and in promoting innovation among teachers by using online discussion groups.

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

For development:

- Help students to learn independently and initiate their own innovative projects.

Main Inspection Report

1. Students' Achievement

Islamic Education

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

Not applicable

For Development:

Not applicable

Arabic as an Additional Language

	KG	Primary	Middle	High
Attainment	Not applicable	Good	Acceptable	Not applicable
Progress	Not applicable	Good	Acceptable	Not applicable

- Students in the primary phase make better progress than those in the middle phase. As a result, students' skills in using Arabic in different contexts are stronger there than in the middle phase. In both phases, internal assessment results are higher than the attainment observed in lessons.
- Speaking and writing skills are well developed in the primary phase, particularly in the lower grades. Those skills are weaker in the middle phase, particularly in relation to creative writing. Reading for understanding is underdeveloped in the two phases.
- There is an improving learning environment in Arabic classes, but it has had limited impact on students' attainment. Teachers do not accurately use assessment data to identify the learning needs of different groups and address these in lessons.

For development:

- Improve speaking, reading and writing skills based on learning expectations of the MoE standards, particularly in the middle phase.
- Ensure that assessment data is accurate and used to meet the learning needs of different groups of students.

English

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

- Children in KG2 who move to the international section primary phase are able to write short, grammatically correct sentences. Grade 1 starters in the national section make rapid progress in reading. Language skills develop well through the phases and lead to positive examination success at the end of high school.
- Students express themselves well orally and in writing. By Grade 6, students in both sections can produce extended writing, supported by writing frames in the national section. Those in the middle phase share their thoughts confidently when analyzing literary extracts and express opinions about real-world issues. Students in both sections of the high school are accomplished presenters.
- For international section students this provides a foundation that develops into their IB extended essay. Reading skills are well developed through the study of English literature.

For development:

- Establish opportunities for high school students to share their well-developed presentation skills with younger students.

Mathematics

	KG	Primary	Middle	High
Attainment	Good	Good	Very good	Very good
Progress	Good	Good ↓	Very good	Very good

- Understanding and skills are stronger in the middle and high school phases than in other phases. Older students collaborate well to solve mathematical problems and explain their solutions. The large majority progress very well in their learning and achieve above curriculum standards.
- In the KG and primary phases, students become increasingly secure with number and basic shape. In the middle phase, they learn to handle percentages and algebra, such as arithmetic sequences. In high school, students learn to relate degree and radian measures for angles.
- Recently, the mathematics department has placed increased emphasis on developing mathematical skills, questioning, using technology, relating mathematics to real-life situations, and matching learning to different abilities. However, there is no clear evidence of consistent improvement as a result of these changes.

For development:

- Introduce more age-appropriate, collaborative, problem-solving activities in KG and the primary phases.
- Improve teachers' questioning and matching of tasks to promote better progress in developing understanding and skills, particularly in the KG and primary phases.

Science

	KG	Primary	Middle	High
Attainment	Good	Good	Good	Good ↓
Progress	Good	Good	Good ↓	Good ↓

- Children in KG have a good understanding of simple classifications, for example, of farm and wild animals. Internal assessment results suggest variable attainment across the other phases. The Iranian curriculum-related external assessment data indicate attainment that is less positive than that observed in lessons. Small numbers of students take IB examinations making overall judgements difficult. Results in chemistry are better than in physics and biology.
- Most students possess appropriate knowledge and understanding of science concepts, with the majority ahead of expected curriculum standards. Critical thinking skills to develop and expand their understanding further are underdeveloped.
- Students demonstrate investigative skills and write laboratory reports to identify the aim, method and findings of an experiment. Their application of scientific inquiry, including making predictions and drawing conclusions backed with scientific evidence, is not well developed.

For development:

- Provide students with more opportunities for scientific enquiry so that they can make predictions and draw conclusions backed with scientific evidence.
- Develop students' thinking skills to broaden their understanding of concepts, including the design of simple experiments to solve a problem.

UAE Social Studies

	All phases
Attainment	Good

- Most students in the middle phase learn well and the majority make better than expected progress. This leads to well-developed knowledge, understanding and skills in that phase. Attainment is more variable in Primary . In both phases, internal assessment results are unrealistically high.
- Students in the middle school phase can carry out research and are good at using technology to present their findings, for example on climate change in the Middle East. Most students in the primary phase have appropriate knowledge of the topics they have studied.
- Staff know that students find some of the prescribed topics too complex and have been working to improve students' understanding. In some primary grades, including in the national section, understanding in a number of topics is still at a rudimentary level, partly as a result of a lack of challenge.

For development:

- Review internal assessments to ensure that these cover knowledge, understanding and skills and are appropriately demanding, in line with MoE standards.
- Spread good practice in the development of students' skills and ensure that teachers in the national section have suitable resources with which to challenge students.

Learning Skills

	KG	Primary	Middle	High
Learning skills	Good	Good	Good	Very good

- Almost all students across phases are keen to learn and engage well in lessons, especially when these are active and practical. Students in the high school phase are more self-reliant and aware of how to improve their work than those at the other phases.
- Students' collaborative learning skills adequately support enquiry and critical thinking, though a stronger picture is evident in English lessons. In most subjects, students readily make quick and clear connections between different areas of learning.
- Students use technology well in UAE social studies at the middle phase and in English. This aspect is more variable across other subjects. Opportunities for independent learning are limited because learning is usually directed by teachers. In English, students confidently debate and share their interpretations of texts.

For development:

- Improve students' independent learning using different resources.

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

	KG	Primary	Middle	High
Personal development	Very good	Very good	Very good	Outstanding

- Almost all students demonstrate mature and responsible attitudes. They are self-disciplined and courteous towards their peers and adults, particularly in high school. The self-reliance of middle school boys is variable.
- Most students are aware of the importance of maintaining healthy lifestyles. Students participate in physical education, and boys in particular are very active during break and after school. Students in the primary phase do not always make healthy food choices.
- Students have a strong sense of belonging as a result of positive relationships with teachers and school personnel. They support and encourage one another in peer-mentoring projects to achieve their potential in a safe environment. Attendance is very good.

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

- Students demonstrate a secure knowledge and understanding of Islamic values. They actively take part in various Islamic celebrations and competitions. They apply the values of tolerance, endurance and equality during the month of Ramadan.
- Students show a strong knowledge and appreciation of Emirati culture and heritage. They participate in UAE cultural heritage celebrations and traditions such as National Day and Flag Day. They respect the UAE national anthem during morning assemblies.
- While students participate in various Islamic and cultural celebrations, their involvement in the associated planning and organizing activities is limited, in particular for students in the KG and primary phases. Most students take part in celebrating their own culture. Their knowledge of other world cultures is slowly improving.

	KG	Primary	Middle	High
Social responsibility and innovation skills	Good	Good	Very good	Very good

- Students enjoy participating in a range of activities that enhance their commitment to environmental sustainability and social responsibility. These aspects are developed better in the middle and high school phases than at the other phases.
- Students are receptive to the school's work in promoting the culture of creativity and innovation. They are proud to showcase their innovative projects and creative minds. In Science, Technology, Engineering and Mathematics (STEM) and design and technology lessons, students plan and design projects to compete in the school's innovation competition.
- The students' council has suggested ideas to improve their school and their views are heard. Students collect funds to support a number of local charities and are particularly active in this respect during Ramadan.

For development:

- Increase students' contributions to the wider community through different activities, in particular for students in the KG and primary phases.

3. Teaching and assessment

	KG	Primary	Middle	High
Teaching for effective learning	Good	Good	Good	Very good

- Teaching is very effective in the high school phase, where students are provided with opportunities to work independently and to use technology, especially in English, mathematics and some science laboratory lessons. Lessons are usually of good quality in the other phases, but teachers promote independent learning less effectively there.
- Teachers know their subjects well. They motivate students and encourage them to have interactive discussions. In general questioning is implemented effectively and reinforces knowledge and understanding. Across all phases, lesson planning and activities do not always cater effectively for the various needs of students.
- Staff have been working to improve teachers' development of students' critical thinking skills and ability to take responsibility for their learning. The impact of this is limited, although it is more evident in English language lessons than in other subjects.

	KG	Primary	Middle	High
Assessment	Good	Good	Good	Good

- Internal assessments are linked well to the school’s curriculum standards in most subjects and provide broadly reliable measures of students’ progress. This is not as effective in UAE social studies and Arabic.
- Teachers give responses to students’ work in a variety of ways, including orally, in writing and in online applications. Students undertake self and peer-evaluation activities. While assessment is good overall, there is some inconsistency in key aspects, including feedback to students on how to improve their work.
- Recently, teachers have worked hard to improve assessment processes in the school. For example, they are using Measures of Academic Progress (MAP) results to improve the curriculum. They have surveyed students’ on the quality of teaching and assessment that they experience in some of the classes.

For development:

- Provide more opportunities for students to develop their critical thinking, use of technology for research and independent learning skills.
- Ensure all teachers use assessment information to inform their lesson plans so that activities match the learning needs of all groups of students.
- Ensure greater consistency in feedback from teachers to students about what they need to do to improve their work.

4. Curriculum

	KG	Primary	Middle	High
Curriculum design and implementation	Good	Good	Good	Very good

- The KG curriculum reflects raised expectations in in English grammar, reading and mathematics. Reading in Farsi and English is a focus of both curricula, which offer good continuity and progression.
- The IB program is a positive feature of the curriculum in high school but it is not supported by a preparatory middle years’ programme (MYP) in the middle school phase. Most IB students are prepared only for the IB certificate or Standard Level diploma and all enter the English Language option only.
- The curricula in the national and international sections have an increasing focus on developing skills, particularly in the high school phase. The Islamic education curriculum does not meet the requirements of the MoE.

	KG	Primary	Middle	High
Curriculum adaptation	Good	Good	Good	Very good

- The school provides two main curriculum choices for students linked to the Iranian cultural heritage and an international perspective. Adaptations to the curriculum to enhance both areas are developing, with German language classes offered and also more challenging elements in the extra-curricular program.
- In the KG, close curriculum links established with primary classes help facilitate smooth transitions to Grade 1. Older students are encouraged to develop a broad range of learning experiences, including regular use of technology. This is underdeveloped in the primary and middle phases.
- Islamic values are embedded throughout the school and students have a profound respect for their Iranian heritage. Students learn about aspects of Emirati culture, especially in social studies, and appropriate opportunities to explore cultural awareness are promoted across subject areas.
- Arabic is not taught in the KG.

For development:

- Increase the emphasis on using technology for independent research as a method of implementing the curriculum in both sections, particularly in the primary and middle phases.

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

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

- Across the school, staff maintain a very safe, hygienic and secure environment. Senior leaders, assisted by the Parent-Teacher Association, make the wider school community aware of the range of relevant school policies and rigorous procedures for health and safety, including child protection and safeguarding.
- A full-time nurse is assisted by a part-time doctor in the school clinic. They, in turn, are assisted by teaching and non-teaching staff to ensure the well-being of the students. Medical records and medicines are stored safely in secure cabinets.
- Recently, particular attention has been paid to improving the safety in the technology workshop and the science laboratories. Also, the school has worked to improve its risk-assessment procedures. It is still not fully proactive in identifying and addressing hazards.

	KG	Primary	Middle	High
Care and support	Very good	Very good	Very good	Very good

- Respectful relationships are a strong feature of the school, enhancing the orderly community ethos. Students behave well in lessons and at breaks. Minor incidents of unacceptable behavior are managed quickly and fairly. In KG, children learn to share and treat each other kindly.
- Students' well-being is a priority for all staff. Students are confident that they can share problems or worries with counsellors and teaching staff and are assured of a caring response. Efficient monitoring by school staff ensures that students' attendance and conduct are very good.
- The identification of students of determination has improved and an appropriate range of well-planned support is activated quickly to enhance their academic and personal development. Less well-developed but improving, is a range of extension activities and challenging work for students with gifts and talents.

For development:

- Senior leaders should ensure a more proactive, regular monitoring of health and safety between inspections, and maintain reports of issues identified and addressed.

Inclusion of students of determination

Provision and outcomes for students of determination	Good
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- The recently appointed head of inclusion, together with the inclusion governor, has introduced a range of improvements successfully, such as revised individual education plans. Specialist staff are very well qualified and together with teachers and counsellors are highly committed to inclusion.
- Staff identify students promptly with a broad range of significant needs. They organize a range of well-planned support in classes or in out-of-class individual and group sessions. They increasingly identify students with special gifts or talents.
- Parents are very pleased with the progress their children are making. Regular meetings are organized to ensure that they are closely involved in their children's development and progress targets. Families feel confident to seek staff guidance to help support their children at home.
- Recent staff training has taken place to improve the planning of lessons to meet the needs of different ability groups, but the impact of this training remains variable across the school. In classes where specialist staff work with students, support is of high quality.
- Staff monitor students' progress closely and review learning targets for all students systematically, beginning with class teachers, to identify emerging strengths and areas for students to develop. Overall, progress is good for most students, especially in developing their English skills.

For development:

- Monitor regularly and carefully the support provided in classes for different ability groups to ensure that work is well-matched to their learning needs.

6. Leadership and management

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

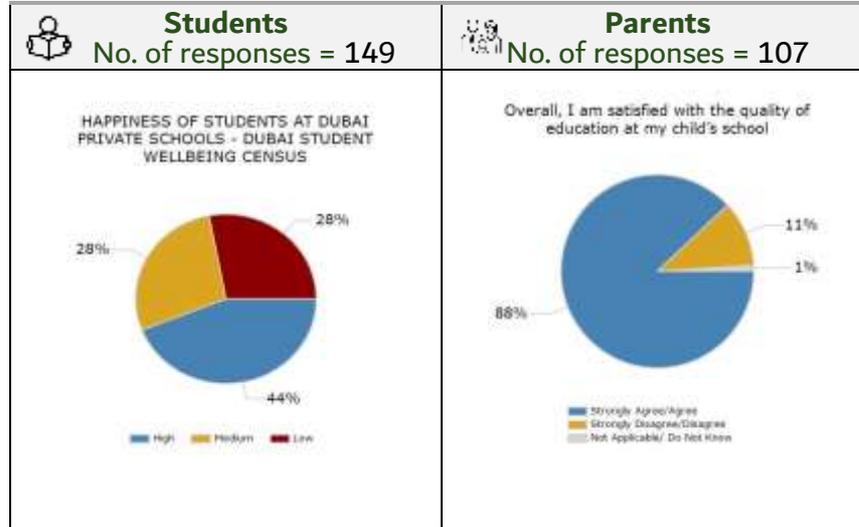
- The new principal is ambitious for the school and is being supported very effectively by the well-established vice-principal. They are committed to inclusion and the UAE National Agenda. Together with other leaders, they have managed to sustain good or very good attainment and progress in almost all subjects. Educational leadership by middle leaders is variable. Some need to be supported more effectively, while others have the capacity to improve with more delegated authority.
- Senior leaders employ a good range of approaches to gathering information and evaluating the work of the school. Senior leaders have a broadly accurate knowledge of the quality of teaching, though they do not fully take account of the progress made by students in lessons. Judgements for attainment and progress are often overstated. Improvement plans have ensured that many aspects have been sustained at good or very good levels. Greater accuracy can be applied to the success criteria used regarding all recommendations arising from inspections.
- Partnerships are a major strength. Parents are actively involved in classroom activities and special events. Effective communication systems, including daily diaries, weekly curriculum updates and monthly reports ensure that parents are kept informed about their children’s learning. National events are celebrated and links to the wider community and other education establishments are increasing.
- The governing body has wide representation from all stakeholders. Governors employ a broad range of approaches to acquiring knowledge about the strengths and development needs of the school. Links with parents are very helpful. Governors have supported the school by meeting all staff to explain their expectations about teaching and brief them about a new appraisal scheme. They hold the school to account well, but do not always challenge the evidence base for the school’s self-evaluation judgements robustly.
- The school runs very smoothly. Displays around the school are colorful, welcoming and celebrate students’ impressive artwork. Staff are well qualified and specialist staff have been recruited to support students of determination. Staff participate in a range of professional development activities. The library, design technology room and science laboratories are resourced well but resources in the KG, and to support students of determination, are limited. Students have better access to technology than at the time of the last inspection, but this is hindered by limitations with internet access.

For development:

- Ensure more accurate judgements, based upon accurate evidence are made across all aspects of the school’s work, but particularly in relation to students’ attainment and progress, through senior leaders working closely with governors to build on the good range of self-evaluation processes already in place.
- Ensure that internal assessments are sufficiently robust in all subjects and use the results to monitor students’ progress and evaluate attainment and progress more accurately.

Views of Parents and Students

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



 <p>Students</p>	<ul style="list-style-type: none"> Most of the students who responded to the survey feel safe in the school. Almost all have positive views about the range of organized activities. The large majority of students have positive views about relationships and the school's welcoming ethos. The minority have concerns about various types of bullying or victimization among students, and this proportion is higher than the average response for Dubai schools.
 <p>Parents</p>	<ul style="list-style-type: none"> Almost all parents who responded to the survey are satisfied with the quality of education provided by the school. They feel that their children are safe in the school. Most think that senior leaders act upon parents' views. These views are in line with inspection findings. Parents feel that students respect and help each other, though the minority feel that bullying among students is an ongoing issue.

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