

# Inspection Report



## Lycée Français International Georges Pompidou- Ecole maternelle Oud-Métha 2014-2015



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## School information



### General information

Location	Oud Metha
Type of school	Private
Opening year of school	2013
Website	www.lfigp.org
Telephone	04-3374161
Address	Oud Metha PO BOX 27425
Principal	Saadia Hachid
Language of instruction	French
Inspection dates	2 <sup>nd</sup> - 3 <sup>rd</sup> February 2015



### Students

Gender of students	Boys and Girls
Age range	3 - 5
Grades or year groups	KG 1 - KG 2
Number of students on roll	385
Number of children in Pre-K	125
Number of Emirati students	7
Number of students with SEN	2
Largest nationality group of students	French



### Teachers / Support staff

Number of teachers	17
Largest nationality group of teachers	French
Number of teacher assistants	0
Teacher-student ratio	1:25
Number of guidance counsellors	0
Teacher turnover	0%



### Curriculum

Educational Permit	French
Main Curriculum / Other	French
Standardised tests / board exams	N/A
Accreditation	N/A



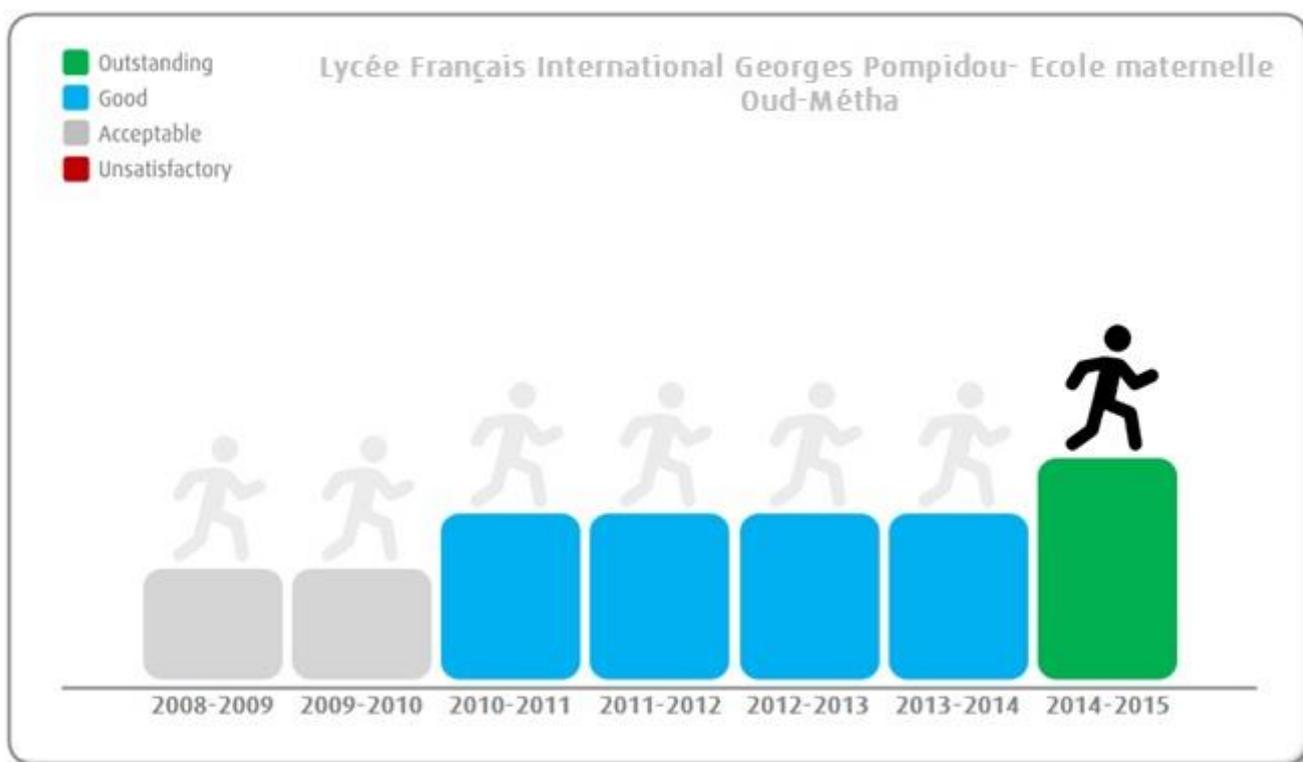


Dear Parents,

Lycée Français International Georges Pompidou- Ecole maternelle Oud-Métha was inspected by DSIB from 2<sup>nd</sup> - 3<sup>rd</sup> February 2015, and the overall quality of education provided by the school was found to be

**Outstanding**

In order to judge the overall quality of education provided by the school, inspectors considered six key aspects of the school's performance and standards. Inspectors looked at children's attainment and progress in five key subjects, their learning skills as well as their personal and social development. They judged how effective teaching was across the school. Inspectors considered how well the school's curriculum, including activities inside and outside the classroom, met the educational needs of all children. They judged how well the school protected and supported children. In addition inspectors judged the effectiveness of leadership and governance, including management, staffing, facilities and resources.



The inspection judgements were drawn from a range of evidence gathered by the inspection team, including observing children learning in lessons, looking at their work, talking with children, meetings with staff, parents and governors, and reviewing the parents' and teachers' surveys.

The key strengths and areas for improvement to be made by the school leaders, governors and owners are:

### Strengths

- Outstanding leadership led to outstanding academic and personal outcomes for children.
- Children with educational needs were supported very well and thrived in the school.
- Children's learning experiences were outstanding as they benefitted from clear guidance and support from their teachers.
- The curriculum was rich and varied, accommodating the needs and interests of all children.
- The school was a caring and safe place for all to learn.

### Areas for improvement

- Continue to raise children's understanding of Islamic values and their local and global awareness.
- Continue to regularly review and modify the curriculum, as necessary, to meet the needs of the individual child.
- Consider what steps can be taken to support the Principal in her vision for the school.

We warmly encourage you to read the full school inspection report.

The school is required to submit to DSIB an action plan identifying the steps they will take to address the areas for improvement. We have advised your school leaders to share this with you.

We trust that the information provided will help you understand and encourages you to support your child's school.

Yours sincerely,

**Dubai Schools Inspection Bureau**  
**Knowledge and Human Development Authority**

## A closer look at Lycée Français International Georges Pompidou- Ecole maternelle Oud-Métha



### How well does the school perform overall?

Overall, the Lycée Français International Georges Pompidou- Ecole maternelle Oud-Métha provided an 'Outstanding' quality of education for its children.

- The attainment and progress of children were outstanding in all subjects. Children were encouraged to work with others, apply the skills they had learned in lessons and think and challenge themselves in activities. Almost all the children were independent learners. They collaborated well with their peers and effectively supported each other in their learning.
- Children had excellent attitudes to learning and were very polite to others and their peers. Most children understood the fundamental values of Islam and appreciated both Emirati and world cultures. Children were curious and caring about their local environment and understood the importance of looking after it.
- Teachers knew how children learned through play and enquiry. Lessons were well planned and adapted to match the progress of the children. Teachers had high expectations of all children. The outstanding classroom displays and learning environment effectively supported and inspired learning. Assessment supported teaching and learning very well.
- The curriculum was well-structured and had a clear rationale. It was modified very effectively to cater for the interests of most children. This was particularly the case in the bilingual section where the children made rapid progress in both French and English language.
- Relationships between staff and children were outstanding. Teachers knew the children well, listened to them and supported them effectively in their behaviour and learning. The systems to identify and support children with special educational needs were highly effective and their progress was good. The school was fully inclusive. The care and support for all children was outstanding.
- The dynamic and innovative Principal had a vision of excellence for the school. She was well supported by her teachers but did not benefit from additional support that a deputy would have provided. The school was extremely accurate about its performance and standards. The parents played a very active part in the life of the school. They were informed regularly about the progress of their children. The governing board was very involved in the life of the school. Governors took good account of the voice of the parents and had great influence on the school's decisions.

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



- The progress of children with special educational needs was good overall and outstanding for a few children.
- Progress was tracked regularly and teaching was adapted to match the individual needs of each child. The curriculum was varied and suitably modified. Each child's personalised education plan described detailed teaching methods and the use of appropriate resources.
- There were rigorous procedures to identify, track and support children in their learning. This ensured that the school could quickly and effectively respond to the individual needs of the children.

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

		Maternelle
 Islamic Education	Attainment	Not Applicable
	Progress	Not Applicable
 Arabic as a First Language	Attainment	Not Applicable
	Progress	Not Applicable
 Arabic as an Additional Language	Attainment	Not Applicable
	Progress	Not Applicable
Language of instruction	Attainment	Outstanding
	Progress	Outstanding
 English	Attainment	Outstanding ↑
	Progress	Outstanding ↑
 Mathematics	Attainment	Outstanding ↑
	Progress	Outstanding ↑
 Science	Attainment	Outstanding ↑
	Progress	Outstanding ↑
		Maternelle
Learning skills		Outstanding ↑

↑ Improved from last inspection

↓ Declined from last inspection

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

	Maternelle
Personal responsibility	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Good
Community and environmental responsibility	Outstanding 

## 3. How good are teaching and assessment?

	Maternelle
Teaching for effective learning	Outstanding 
Assessment	Outstanding 

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

	Maternelle
Curriculum quality	Outstanding 
Curriculum design to meet the individual needs of students	Outstanding 

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

	Maternelle
Health and safety	Outstanding 
Quality of support	Outstanding

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

	All phases
The effectiveness of leadership	Outstanding 
Self-evaluation and improvement planning	Outstanding 
Parents and the community	Outstanding
Governance	Outstanding
Management, staffing, facilities and resources	Outstanding 



## Overall school judgement

Outstanding 

## Key strengths

- The school's outstanding leadership and robust self-evaluation led to outstanding academic and personal outcomes for children.
- The provision for children with special educational needs was outstanding. The school was very inclusive and supported its children extremely well.
- Outstanding teaching, children's well-developed learning skills and the school's rigorous assessment practices ensured highly effective learning.
- The modifications to, and variety within the curriculum enabled teachers to meet the needs of all children.
- The school provided an outstanding environment where children were safe and well supported.

## Changes since the last inspection

- As a result of the outstanding leadership and robust self-evaluation, children's learning outcomes in key subjects were outstanding.
- Teaching for effective learning, children's learning skills and assessment were now outstanding.
- The highly effective modifications to meet the needs of all children had resulted in a curriculum that was now outstanding.
- Very good steps had been taken to further improve the school's premises and learning environment.
- The school's good resources and facilities had been enhanced and were now outstanding.

## Recommendations

- Continue to raise children's understanding of Islamic values and their local and global awareness.
- Regularly review and modify the curriculum, as necessary, to meet the needs of the individual child.
- Consider what steps can be taken to support the Principal in her vision for the school.

 Improved from last inspection

 Declined from last inspection

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

Maternelle		
Subjects	Attainment	Progress
Islamic Education	Not Applicable	Not Applicable
Arabic as a First Language	Not Applicable	Not Applicable
Arabic as an Additional Language	Not Applicable	Not Applicable
Language of instruction	Outstanding	Outstanding
English	Outstanding 	Outstanding 
Mathematics	Outstanding 	Outstanding 
Science	Outstanding 	Outstanding 

- In French, most children demonstrated excellent knowledge, skills and understanding in the five elements of literacy. The outcomes were above French curriculum standards. Information from assessments indicated that almost all groups of children were making better than expected progress, in relation to appropriate starting points, in communication and comprehension.
- In English, almost all children attained above age-appropriate levels of spoken language as measured by the Common European Framework. The attainment of children in Kindergarten 2, particularly in speaking, was above international standards. The children were able to talk about the cycle race in Dubai and accurately describe the clothing they would wear if they were cycling. Children listened attentively in class and showed outstanding understanding through their answers and follow-up questions. Almost all children were able to build on their skills in speaking, listening and understanding as measured against the learning objectives of the lesson.
- In mathematics, most children demonstrated a profound understanding of fundamental mathematical concepts and skills above international standards. Almost all worked with numbers up to 31, had gained the foundations of place value and used models to formulate and solve addition equations.
- In science, almost all children consistently and actively learned through hands-on activities related to their own world. They planted bulbs, classified seeds according to physical characteristics and confidently used scientific vocabulary in presenting their findings.

Maternelle	
Learning skills	Outstanding 

- Almost all children were actively engaged in their learning. Enjoyment was evident through the interaction between peers and between teacher and children. They took responsibility for their own learning and were enthusiastic when participating in class activities. Through the importance placed on reflective learning, children were aware of their strengths in learning and had the confidence to ask questions and practice their skills. Children were encouraged to analyse their mistakes and reformulate instructions, working out what they could do and how they could improve.
- The children collaborated very well with their peers and effectively supported each other in their learning.

- Almost all children were able to connect their prior learning to new activities; for example using action words in a physical education lesson. They were able to apply their skills when talking about areas of interest and when joining in conversation and activities with their peers and teachers.
- Almost all the children were independent learners. They followed lines of enquiry, thinking and challenging themselves in activities such as construction and scientific investigations.

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

	Maternelle
<b>Personal responsibility</b>	Outstanding
<ul style="list-style-type: none"> <li>• Children were responsible members of their school community. They responded well to critical feedback from their teachers and worked well with others.</li> <li>• Children exhibited exemplary behaviour across the school. They were respectful of one another and of other adults. As they progressed through the Kindergarten, they required increasingly less supervision from others and became self-disciplined enough to face the challenges of the primary school.</li> <li>• Children showed commendable sensitivity towards others. They loved to collaborate and help their peers. They were polite towards their teachers and other school staff.</li> <li>• Children were well aware of the importance of observing a healthy lifestyle, exemplified by the contents of their lunchboxes. They loved to exercise on the new playgrounds and their energy at break time was clear proof of their good health.</li> <li>• Attendance rates were acceptable. Children were mostly punctual to classes.</li> </ul>	

	Maternelle
<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	Good
<ul style="list-style-type: none"> <li>• Children's understanding of Islamic values and awareness of Emirati and world cultures were good. Children demonstrated an age-appropriate level of understanding of Islamic values such as praying, loving each other and listening. They were able to identify different mosques across the UAE and could describe features of Ramadan and fasting, and the call to prayer.</li> <li>• Most children appreciated the value of Islam in the society of Dubai. They recognised the Emirati traditional clothing and almost all of Dubai's landmarks. They could discuss national holidays such as Eid.</li> <li>• The majority of children had a good understanding and appreciation of the French culture and other cultures from around the world. The school provided many opportunities to promote multiculturalism and integrated it into every aspect of their learning; for example children celebrated Multicultural Day, 'A Day in the Desert' and sponsored wild animals in Africa.</li> </ul>	

	Maternelle
Community and environmental responsibility	Outstanding 
<ul style="list-style-type: none"> <li>• Almost all the children understood their responsibility towards taking care of others and their school. They willingly helped tidy up after lessons and at break time. The school participated in community projects, including recycling and the 'Clean up the world campaign'.</li> <li>• The children's attitudes to learning were outstanding. In lessons they took the initiative to suggest projects to develop the environment.</li> <li>• As part of the curriculum, children discovered different forms of life. They learned to be sensitive to all around them, to look after the environment and protect nature. The school had sponsored an elephant and the children monitored the migration of the herd through different countries, learning about vegetation and climates. This helped them develop outstanding skills in science and raised awareness of the importance of saving the planet.</li> </ul>	

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

	Maternelle
Teaching for effective learning	Outstanding 
<ul style="list-style-type: none"> <li>• Teachers had excellent knowledge of how children learn through play and enquiry. Teaching was in a meaningful context with age-appropriate activities. Teachers collaborated effectively with each other.</li> <li>• Lessons were well planned and amended appropriately to match the needs and targets of individual children. The outstanding classroom environment and displays effectively supported and inspired learning. Almost all teachers used resources creatively and altered the pace of lessons to ensure continued engagement by the children.</li> <li>• Teachers had high expectations of all children and expected them to take responsibility for their own learning by encouraging the use of questions and dialogue.</li> <li>• Teaching strategies such as the use of collaborative learning, pace and differentiated activities ensured that the children made significant progress. A key strength of teaching was the use of probing and focused questions which challenged children's thinking.</li> <li>• Teachers allowed the children time to think and apply their skills, and provided opportunities to extend their learning. As a result, teaching for effective learning was consistently outstanding.</li> </ul>	

	Maternelle
Assessment	Outstanding 
<ul style="list-style-type: none"> <li>• Internal assessment processes were developing well. The school rigorously followed the French Ministry of Education requirements through use of the '<i>Livreval</i>,' a digital tracking system.</li> <li>• The '<i>Livreval</i>' provided a robust system based on key competences, which were aligned to other European frameworks.</li> <li>• Teachers recorded children's achievements systematically and the Principal, with her team, identified the achievement trends of groups and individuals in order to monitor and support their progress.</li> </ul>	

- Teachers increasingly used the new data from 'Livrevall' to modify their lessons and meet the needs of different learners.
- Teachers' feedback was extremely effective. They knew their children very well. Under their supervision, children regularly completed a 'cahier de réussite' where they reviewed their progress in an engaging way. As a result, the children knew what was expected of them in order to progress further.

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

	Maternelle
Curriculum quality	Outstanding 
<ul style="list-style-type: none"> <li>• The wide-ranging and structured French curriculum had a clear rationale that focused on the specific needs of Kindergarten children. The school followed short, clear units and continued to deliver an ambitious inquiry-based programme of study. The programme was appropriately balance as it addressed both knowledge and skills.</li> <li>• Good planning and close cooperation throughout the school had ensured that transition arrangements were effective. Improvements in the transition process had helped Kindergarten children to settle quickly when transitioning into Grade 1. Transition was equally good within the Kindergarten as teachers of both Kindergarten 1 and 2 were encouraged to work together.</li> <li>• A range of additional activities provided enrichment to the curriculum, both in and outside of lessons. For example, a greater emphasis on incorporating the culture and traditions of the United Arab Emirates was promoted in the 'discovering the world' unit.</li> <li>• The development of thinking skills had a positive impact on the quality of children's learning. Children demonstrated an increasing ability to be self-reflective.</li> <li>• Various levels of review were in place and involved a range of people, including teachers, leaders and members of the French inspectorate advisory board. The review process was continuous and informed the school's annual review of the curriculum.</li> </ul>	

	Maternelle
Curriculum design to meet the individual needs of students	Outstanding 
<ul style="list-style-type: none"> <li>• The curriculum provided stimulating learning opportunities for different groups of children. The school paid particular attention to both the mental and physical development of all children. The recently introduced more rigorous assessment systems enabled the school to analyse the progress of different groups, including gifted and talented children, and make the necessary curriculum modifications.</li> <li>• The school's provision promoted and responded to the needs of different types of learners. For example, children continued to benefit from the school's bi-lingual section (French/English) where they rapidly developed their linguistic skills.</li> <li>• Extra-curricular activities in school further enhanced children's outcomes, for example, activities included the painting of murals (<i>fresques</i>). Links with the community were purposeful and promoted some aspects of the curriculum, such as children's understanding of world heritage.</li> </ul>	

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

	Maternelle
Health and safety	Outstanding 
<ul style="list-style-type: none"> <li>The school had prioritised the emotional and physical safety of the children. All policies and procedures were in place and understood by adults. Child protection procedures followed the French Ministry of Education protocols and were aligned to UAE expectations.</li> <li>The premises were very secure. All visitors were directed through the administration office. Well supervised internal courtyards provided secure areas for children to play safely. All play areas had cushioned flooring and well maintained large play equipment. Arrivals and departures of children by buses and private cars were well supervised. Nannies supervised children travelling on the buses.</li> <li>Medical facilities were of high quality. The school maintained detailed and up-to-date records of accidents and incidents. Medication was securely stored and administered by knowledgeable staff. The weight of identified children was carefully monitored.</li> <li>Most facilities and resources were well suited to the ages of the children. Those with special educational needs were well catered for.</li> <li>Fire drills took place regularly and all firefighting equipment checks were up-to-date. Toilets were clean and hygienic.</li> <li>The curriculum and daily routines developed children's understanding of healthy living. The school monitored all children's lunch boxes for healthy items of food. Regular communications with parents ensured that families understood their role in promoting healthy lifestyles.</li> </ul>	

	Maternelle
Quality of support	Outstanding
<ul style="list-style-type: none"> <li>Relationships between staff and children were outstanding. This contributed to the caring and inclusive ethos of the school. Teachers knew the children well, listened to them and supported them effectively in their behaviour and learning.</li> <li>The school had an effective policy which promoted attendance and punctuality. It contacted parents if there were any issues relating to attendance in order to minimise the impact on children's learning. The Principal welcomed children on arrival and was at the gate at the end of the school day to ensure a safe departure.</li> <li>The school systems to identify and support children with special educational needs were highly effective and the progress made by these children was good. Where possible, class activities included children with special educational needs. Most lessons provided challenge to promote the development of gifted and talented children. However, this area required further development.</li> <li>Rigorous monitoring and evaluation of support procedures for children with special educational needs ensured that their needs were fully addressed. The curriculum and resources were modified where appropriate. All parties met to carry out regular reviews of planning to meet children's individualised learning targets.</li> <li>The care and support for all children was outstanding. Staff handled children's concerns appropriately and confidentially.</li> </ul>	

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

	Overall
The overall effectiveness of provision for students with special educational needs	Outstanding
<ul style="list-style-type: none"> <li>The school was fully inclusive. The school's policy for special educational needs fully reflected the approach developed to meet the needs of specific children. The implementation of the policy showed a commitment to inclusion. High quality teaching and differentiation ensured all children had equal opportunities.</li> <li>Identification procedures were thorough and effective in ensuring appropriate resources were in place to support children's learning needs. The school worked effectively in partnership with all parties to determine the specific strengths and weaknesses of each child. Each child's personalised education plan described detailed teaching methods and the use of resources. Since the last inspection, the Principal had improved the monitoring process to ensure all teachers linked children's learning targets to their lesson planning.</li> <li>The curriculum was varied and modified. The school's assessment and monitoring procedures provided detailed profiles of each child. Baseline assessment on entry was rigorous and used all available information. As a result, learning targets were appropriate and challenging. The school had developed an effective system of self- evaluation and target setting to be used by each child. Children had a learning journal and knew their strengths and next steps in learning.</li> <li>The school had an open door policy for all parents and offered a drop-in facility to provide training, support and guidance. Regular teacher and parent meetings ensured consistency and very good quality of support which impacted positively on the progress made by the children. The school was constantly looking for ways to improve communication procedures and the support it provided for the children.</li> <li>The school used a wide range of evidence to measure the progress of children with special educational needs. Progress was tracked regularly and daily in the case of some children. Evidence included the use of sub-levels of progress over time, year group benchmarks and consultation with teachers and external agencies. As a result of focused targets and in-class support, evidence showed the children increased in confidence and self-esteem. They integrated better into their class, improving their foundations for learning and preparing them for their next steps.</li> </ul>	

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

	Overall
The effectiveness of leadership	Outstanding 
<ul style="list-style-type: none"> <li>The Principal had a very clear vision for the Maternelle. A small but growing team shared a vision of innovation and excellence. She had refocused the school priority from processes to the use of effective pedagogies.</li> <li>Distribution of roles and responsibilities were effective. All teachers reported back directly to the Principal and followed her clear guidance, which included strategies for development. The school currently functions without an official Deputy Principal to assist with leadership and management.</li> </ul>	

- Relationships were positive. The Principal's expectations were high and there was a collegiate drive to succeed in order to achieve the best outcomes for all children.
- The school had significantly increased the number of outstanding inspections judgements achieved and this clearly demonstrated the capacity for further improvements.
- The school had been very successful in building upon the previously high standards and had improved important aspects of the provision. The principal had innovatively used her own systems to measure the impact of school improvement strategies.

	Overall
Self-evaluation and improvement planning	Outstanding 
<ul style="list-style-type: none"> <li>• Processes for self-evaluation followed the effective French Ministry of Education model for school improvement planning.</li> <li>• The Principal had identified challenging but realistic areas for improvement, which she monitored rigorously. As a result, improvements in the school had been noted, such as the improved quality of learning and teaching.</li> <li>• The school used both internal and external data effectively. All teachers monitored children's attainment and progress using the '<i>Livreval</i>'.</li> <li>• Recommendations from the previous inspection had been fully addressed.</li> </ul>	

	Overall
Parents and the community	Outstanding
<ul style="list-style-type: none"> <li>• The school had established strong and effective links with parents and the community. These included school trips, charity events and national day celebrations.</li> <li>• Strong two-way communication channels between the school and parents led to purposeful activities which had a positive impact on the life of the children in the school. These included the use of e-mails, an interactive website with an e-portal for parents. The school provided detailed information about the two partner schools in Dubai.</li> <li>• Reporting systems were fully in place and parents were informed about the progress made by their children. In addition, the parents had access to the French Ministry of Education publications which clearly outlined children's outcomes in each phase and the '<i>cahier de réussite</i>,' a self-evaluative tool completed by children, which celebrated their progress. As a result, next steps in learning were regularly identified and parents could support their children effectively.</li> <li>• Partnerships played a major part in children's development. These included sponsors and productive links with local businesses.</li> </ul>	

	Overall
Governance	Outstanding
<ul style="list-style-type: none"> <li>The Board of Governors was very proactive in ensuring the school was meeting its targets. Each governor had clear roles and responsibilities matched to their skills and experience. The Board capitalised on the skills of the governors, which included expertise in key areas such as finance, education, engineering and law. Parental views were sought regularly, both formally and informally. Governors responded rapidly to parental requests and concerns.</li> <li>Processes to ensure accountability were varied and efficient. Governors were actively involved in the school's self-evaluation process. They monitored human resources activities, recruited new staff and visited outstanding schools in Dubai to learn about best practice.</li> <li>The Board ensured resources were varied and deployed effectively to improve the school. Recent enhancement of the premises included the new playgrounds.</li> </ul>	

	Overall
Management, staffing, facilities and resources	Outstanding 
<ul style="list-style-type: none"> <li>The management of the day-to-day routines of the school was very efficient. The Principal's daily presence in the morning at the school gate reassured the parents about her commitment to their children's safety. It also enabled her to seek their views.</li> <li>Staff were very well qualified. Some of the staff members, including the Principal, drew on their previous knowledge and expertise to enhance the quality of the provision, for example to ensure good provision for children with special educational needs.</li> <li>The premises and learning environment had improved in several important ways. The school had addressed all recommendations from the previous inspection report, including increasing the number of shaded areas, providing new and safe playgrounds and the interactive white boards in classrooms.</li> <li>The resources to enhance teaching and learning were of good quality and were well maintained.</li> </ul>	

## What are the views of the Principal, parents and teachers?

Before the inspection, the views of the Principal, parents, and teachers were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys			
Responses received	Number		Percentage
 <b>Parents*</b>	<b>This year</b>	73	22%
	<b>Last year</b>	37	15%
 <b>Teachers</b>	8		47%

- A greater number of parents responded to this year's survey. The comments from both parents and teachers were positive overall.
- Almost all parents reported that their children enjoyed being at school, and benefited from a good quality education. They believed teachers' comments helped the children's learning to improve.
- Almost all parents were confident children were well looked after at school and were very positive about the progress their children were making in most key subjects such as English, French, mathematics and science.
- Parents who attended the meeting with the DSIB inspectors were extremely positive about the work of the Principal and her team.

\*The percentage of responses from parents is based on the number of families.

## What happens next?

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

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

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

Dubai Schools Inspection Bureau

Knowledge and Human Development Authority

## How to contact us

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