

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

ACCEPTABLE



المعرفة
Knowledge

INSPECTION REPORT

2017-2018

Little Flowers
English school

Celebrating
10 years of
inspections

LITTLE FLOWERS ENGLISH SCHOOL

INDIAN (CBSE) CURRICULUM

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School information

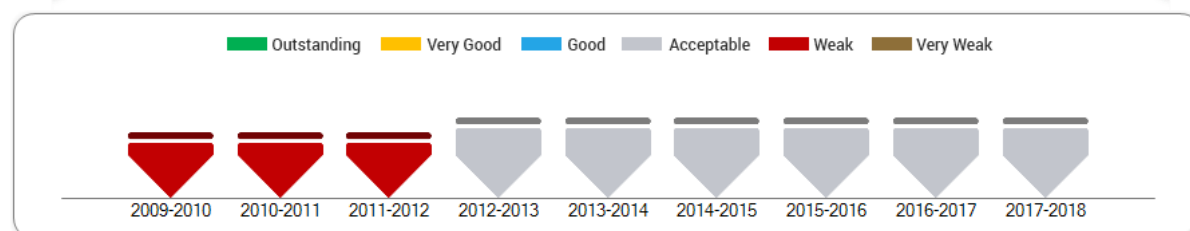
General information	
Location	Hor Al Anz
Type of school	Private
Opening year of school	1984
Website	www.littleflowereschool.com
Telephone	00971-4-2667620
Address	Plot 127-2061, Street no 127, Hor Al Anz, Deira Dubai- P.O.BOX:19771
Principal	Abdulla Kutty Valappil
Principal - Date appointed	9/1/2011
Language of instruction	English
Inspection dates	02 to 04 October 2017

Teachers / Support staff	
Number of teachers	45
Largest nationality group of teachers	Indian
Number of teaching assistants	4
Teacher-student ratio	1:18
Number of guidance counsellors	1
Teacher turnover	18%

Students	
Gender of students	Boys and girls
Age range	4-12
Grades or year groups	KG 1-Grade 6
Number of students on roll	845
Number of children in pre-kindergarten	0
Number of Emirati students	0
Number of students with SEND	28
Largest nationality group of students	Indian

Curriculum	
Educational permit / Licence	Indian
Main curriculum	CBSE
External tests and examinations	IBT
Accreditation	NA
National Agenda benchmark tests	IBT

School Journey for Little Flowers English school



The DSIB inspection process

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

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

Judgements are made on a six-point scale

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

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

Summary of inspection findings 2017-2018

Little Flowers English school was inspected by DSIB from 02 to 04 October 2017. The overall quality of education provided by the school is **acceptable**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

Leadership and management

The effectiveness of leadership and management alongside the governance, staffing, facilities and resources are all acceptable. However, the school's partnership with parents and the community is a real strength and is evaluated as good. Leaders work closely with parents to effectively improve their understanding of the assessment and evaluation of students' progress. This impacts positively on improving the quality of teaching and learning in the middle phase.

Students' achievement

There is improvement in students' progress in mathematics in the Kindergarten (KG) and in science, across the primary phase. Students' attainment has declined in mathematics and science in the middle phase. In addition, their achievement in Islamic education, Arabic language and English remains the same as in the previous year.

Students' personal and social development, and their innovation skills

Across the KG and primary phases, students have positive attitudes and behave well. The personal development of students remains very good in the middle phase, and students are highly self-reliant in their learning. Across all phases, students' understanding of Islamic values, Emirati culture and their own culture is consistently good. Their degree of social responsibility and developing innovation skills remain as strong features across all school phases.

Teaching and assessment

The quality of teaching for effective learning is improving in the middle phase. However, teaching remains only acceptable in the KG and primary phases. Assessment processes across all phases have remained acceptable.

Curriculum

Curriculum design, implementation and modification remain acceptable. UAE social studies and moral education programmes have been successfully integrated across the school.

The protection, care, guidance and support of students

The arrangements for the safeguarding and the care and support of students are good across all phases. The school has effective procedures to monitor and reward good behaviour.

What the school does best

- Promoting good attitudes and behaviour of students in the KG and primary phase and the very good conduct of students in the middle phase
- The positive relationships between the students, teachers and support staff
- Strong partnerships with parents, the community and significant charitable work in the local community
- The effective provision in place to support and to ensure the care and well-being of all students
- Good teaching and learning skills in the middle school phase







Key recommendations

- Improve students attainment and progress by:
 - raising teachers' expectation expectations of what students can achieve
 - accurately identifying the starting points of different groups of students and ensuring that lesson objectives are appropriately matched to their needs
 - accurately measuring the progress of all groups of students in every lesson
 - using assessment data and information effectively to improve the quality of teaching
 - modifying the curriculum to meet the needs of all students.
- Improve self-evaluation by using accurate measurements of attainment and progress for all groups of students in all subjects.
- Ensure that the governors:
 - have an accurate and up-to-date knowledge and an understanding of how the school is performing, its strengths and areas for improvement, and the progress different groups of students are making in their learning
 - enable school leaders, at all levels, to improve the quality of teaching by the sharing of best professional practice
 - hold the principal to account for improving educational outcomes for all groups of students.

Overall School Performance

Acceptable

1. Students' Achievement

		KG	Primary	Middle
Islamic education 	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable
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	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable
English 	Attainment	Acceptable	Acceptable	Good
	Progress	Acceptable	Acceptable	Good
Mathematics 	Attainment	Acceptable	Acceptable	Acceptable ↓
	Progress	Good ↑	Acceptable	Good
Science 	Attainment	Acceptable	Acceptable	Acceptable ↓
	Progress	Acceptable	Good ↑	Good
		KG	Primary	Middle
Learning skills		Acceptable	Acceptable	Good ↑

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

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

3. Teaching and assessment

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

4. Curriculum

	KG	Primary	Middle
Curriculum design and implementation	Acceptable	Acceptable	Acceptable
Curriculum adaptation	Acceptable	Acceptable	Acceptable

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

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

6. Leadership and management

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

National Priorities

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021, with education being a prime focus. The National Agenda includes two major objectives developed with the intention of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries in

the 'Programme for International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.

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

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

- The school meets the registration requirements for the National Agenda Parameter (N.A.P).
- Attainment in English, mathematics and science, based on the N.A.P cannot be fully evaluated because the data for some grades is statistically unreliable.
- The school analyses the N.A.P benchmark data to some degree, but these analyses are inconsistent and without subsequent, significant impact being seen in student achievement.
- Although school leaders, including governors, understand the importance of N.A.P data analyses, they give insufficient attention to monitoring and evaluating improvement initiatives.
- Opportunities for the development of critical thinking, through open ended questions and tasks, problem solving, investigations and applications to real life are a developing feature of the majority of lessons.
- Although results of the N.A.P have not been shared with individual students the school is planning greater opportunities for students to develop their critical thinking and problem solving skills.

Overall, the school's provision for achieving National Agenda targets is below expectations.

Moral Education

- The new moral education curriculum builds upon the existing, school programme. It comprises a stand-alone, 60-minute class each week. There is also some integration with other subject areas.
- Moral education is taught in English and teachers use a wide range of topics which are based on the pillars of the programme.
- Lessons are engaging and challenging. The students' learning outcomes are progressive within a grade and there is also evidence of progression across the grades.
- In the higher grades, assessment processes are comprised of well thought-through rubrics, alongside student self-evaluations and reflections.

The school's implementation of the moral education programme is well developed

Social Studies

- The UAE social studies curriculum is skillfully integrated with the CBSE curriculum. The skills content and knowledge are balanced and provide opportunities for enrichment.
- This programme is taught in English by teachers who are skilled in planning lively lessons that engage students in a positive, collaborative environment for learning.
- The students are responsible for their learning. They are thoughtful enquirers who evaluate their own learning and know how to take steps to improve.
- Assessment is varied, taking the style of formative and summative assessments. There is both group and individual project work.

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


Innovation in Education

- Students are involved in school-initiated community projects. Some of these offer limited opportunities to develop skills of innovation.
- Across all phases, students are encouraged to develop their own ideas for innovation and to apply them.
- Teachers are only beginning to use learning technology in their lessons. Opportunities for students to systematically develop independent research skills in class are limited in some phases more than others.
- Although innovation is beginning to be planned into curriculum, it remains less evident in the classroom.
- The leadership understands the many benefits of innovation in education. However, the implementation of it within the school community is in the very early stages of development.

The school's promotion of a culture of innovation is under-developed.

Main inspection report


1. Students' achievements

		KG	Primary	Middle
Islamic education 	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable

- The school's internal data suggest that a majority of students attain levels that are above curriculum standards. However, in lessons and in recent students' work, most students attain levels of knowledge and understanding of Islamic concepts that are only just in line with curriculum expectation.
- In both the primary and middle phases, students have an age-appropriate knowledge and understanding of the principles of worship and the life of the Prophet (PBUH). The recitation skills and the ability to link what they learn to the real-life situations are less well-developed.
- The students' knowledge of the Prophets' (PBUH) biographies and their understanding of the difference between the prophets and messengers have improved.

For development


- Systematically develop and improve students' recitation skills in primary and middle phases.
- Rigorously monitor the progress of different groups of students and ensure personalised interventions are put in place.

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

- Students attain levels that are in line with curriculum expectations. Their progress is acceptable in relation to their starting point. However, language skills are inconsistently developed.
- Listening and reading skills are stronger because the teacher delivers lessons, primarily in the target language. However, students' speaking skills are less strong, as opportunities to develop these are limited. Writing skills are less well-developed because of insufficient levels of challenge and expectation.
- Although students have improved their listening skills in the primary phase and developed their reading skills in the middle phase, skill development is inconsistent across the school.

For development


- Provide more opportunities for speaking and writing skills for all groups of students.
- Raise the level of challenge and expectation in all lessons.

		KG	Primary	Middle
English 	Attainment	Acceptable	Acceptable	Good
	Progress	Acceptable	Acceptable	Good

- In the KG and primary phases, internal assessments reflect stronger achievement than is evident in many lessons and work samples. In lessons, attainment is better in the middle phase, while progress is variable, and highly dependent on the effectiveness of teaching.
- Teachers plan lessons to cover a range of language skills and literature topics, with a variety of activities to address speaking, listening, reading and writing. However, progress is often hindered by less than effective teaching and, in lower grades, by students' lack of independent learning skills.
- In the middle phase, students' learning skills are stronger and so they make better progress and achieve higher levels of attainment, although their potential is not always optimised.

For development


- Provide appropriate levels of support and challenge, not only in planning, but also throughout the lessons.
- Provide more speaking and writing opportunities for students.

		KG	Primary	Middle
Mathematics 	Attainment	Acceptable	Acceptable	Acceptable ↓
	Progress	Good ↑	Acceptable	Good

- The school's internal test results and IBT assessment scores, for primary and middle phase students, show higher attainment than that which is typically observed in lessons. Increased opportunities to explore number patterns in KG have resulted in better progress.
- All students have a deeper knowledge, and are more capable in the use of number than they are in geometry, measurement or in data handling. Problem solving and relating mathematics to real life scenarios are relative strengths.
- Higher order questioning, to deepen students' thinking in mathematics is increasingly evident. Results for students in international assessments in Grade 4 are significantly different from other assessment results and are considered statistically unreliable

For development

- Develop students' knowledge and understanding in the areas of geometry, measurement, data handling and mental calculations.

		KG	Primary	Middle
Science 	Attainment	Acceptable	Acceptable	Acceptable ↓
	Progress	Acceptable	Good ↑	Good

- Students' attainment is in line with the curriculum expectation across all phases. Their progress is good across the primary and middle phases, due to higher standards of teaching. However, children's progress remains acceptable in the KG.
- The development of students' scientific knowledge is improving. However, they are not developing their practical skills of enquiry and investigation as rapidly.
- The progress of the students in the primary phase has noticeably improved this year, due to the improving quality of teaching by teachers who have raised their expectations of what students can achieve. However, attainment remains in line with the curriculum standards across all phases.

For development

- Develop the students' investigation skills by providing more opportunities to promote critical thinking and offering more open ended, enquiry-based learning activities

	KG	Primary	Middle
Learning Skills	Acceptable	Acceptable	Good ↑

- Students' learning skills are acceptable in the KG and primary phases, but they are much better in the middle phase. This is because teachers offer students more opportunities to become more actively involved in managing their own learning.
- Across all phases, the students are eager to learn. Students' research skills and their abilities to work cooperatively are well-developed in the middle phase.
- The students' application of skills and their abilities to link what they have learned to their understanding of the wider world have improved in mathematics and science. However, students' abilities to make connections between their various areas of learning are less strong.

For development

- Improve the students' critical thinking skills by providing more open-ended questioning, across all phases.
- Develop the students' ability to make connections between all different areas of learning.

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

	KG	Primary	Middle
Personal development	Good	Good	Very good

- Personal development is a strong feature of the school. This is especially notable across the middle phase, where the students now demonstrate high levels of self-reliance in learning.
- In the KG and the primary phase, students' attitudes and behaviour are positive when teachers engage them in active learning. In the middle phase, they are independent, responsible and demonstrate a strong work ethic in their learning.
- Because of the effective monitoring of students' attendance, it is now good across the school, and students arrive punctually to lessons.

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

- Students' understanding of Islamic values, coupled with their awareness of Emirati and world cultures is strong across all school phases.
- They are knowledgeable about the different aspects of Emirati heritage and culture and how these underpin life in the UAE. In addition, they demonstrate a highly positive understanding for, and appreciation of, their own culture and traditions.
- Across all phases, students have improved their understanding UAE culture and heritage. However, their awareness of a broad range of world cultures is less well developed.

	KG	Primary	Middle
Social responsibility and innovation skills	Good	Good	Good

- Across all phases, students develop their social responsibility and innovation skills. This is a result of the opportunities offered for students to be involved in school-initiated community and charity projects.
- Students' awareness of environmental issues is a strength. They actively involve themselves in the school initiatives to help the community and those most in need. However, students' skills in enterprise skills remain undeveloped because of limited opportunities to develop them.
- Innovation clubs have been formed, offering a reasonable range of activities. Students' participation is increasing.

For development

- Develop the students' innovation skills by involving them more effectively in initiating a range of planned activities across all phases.
- Improve students' understanding of world-wide cultures.

3. Teaching and assessment

	KG	Primary	Middle
Teaching for effective learning	Acceptable	Acceptable	Good ↑

- Teaching for effective learning, in middle phase, is noticeably stronger than across other phases. Teachers are more skilled than others in promoting student collaboration and group work in learning.
- In the best lessons, good teaching facilitates student interaction, independent learning and the use of critical thinking. However, in many lessons there are insufficient opportunities to develop these skills. In some lessons, learning objectives are too narrow and differentiation is ineffective.
- Lesson planning has improved. However, some teachers are less effective in implementing these plans. In the best lessons, teachers skilfully demonstrate stronger classroom management skills to include all students and create a positive learning environment.

	KG	Primary	Middle
Assessment	Acceptable	Acceptable	Acceptable

- Assessment in the KG is continuous and is supported by classroom assistants, who make anecdotal records of children's achievements for the teachers. Attainment is not always accurately recorded as children's independent learning does not form the basis of all assessments.
- There are several improvements to assessment processes this year. Leaders have developed an effective baseline assessment system to better measure progress and there is a greater focus on the assessment of learning. Analysis of the CAT4 tests are being used, to some degree at an individual level, to identify strengths and weaknesses.
- School leaders are at an early stage in their understanding of the benefits of triangulating the assessment information that arises from different data sources. They have not aligned internal and external assessment results with their CAT4 analysis of individual students.

For development

- Make better use of assessment data to modify the curriculum and to adapt teaching.
- Implement lesson plans that provide challenge and support to the individuals and groups in the class.

4. Curriculum

	KG	Primary	Middle
Curriculum design and implementation	Acceptable	Acceptable	Acceptable

- Curriculum planning has improved and now includes critical thinking, creativity and assessment of learning. However, these new developments are not fully implemented across the school to show a positive impact on most students' learning.
- The new thematic approach to the curriculum is beginning to support the meaningful integration and transfer of learning across subjects. The use of STEAM approach further establishes cross curricular links, but it is not fully embedded.
- The curriculum is regularly evaluated by a review team. Gaps in the provision are identified and appropriate changes are then implemented. However, for physical education and art and design, curricular provision is too narrow and does not provide opportunities for students to develop their subject-related skills.

	KG	Primary	Middle
Curriculum adaptation	Acceptable	Acceptable	Acceptable

- The school plans a modified curriculum to meet the needs of students of different abilities. However, the implementation of this plan is not consistent across all subjects and classes.
- The curricular modifications set out to promote the development of creative skills and to meet the needs of students with different abilities. Learning experiences which, enable students to develop a clear understanding of UAE culture, are generally well integrated in the curriculum.
- The school's curriculum adaptations do have a limited but positive impact on students' progress, especially those with SEND. Opportunities for enterprise, innovation and creativity are limited.
- The school offers early years' classes in Arabic for thirty minutes, each week. The programme is designed as an introduction, to prepare the children for primary phase. It focuses on introducing Arabic, alphabetical letters and basic greetings.

For development

- The curricula for art and physical education should be improved, with a focus on skills development.

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

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

- The care, welfare and safeguarding of students is consistently good in the KG, primary and middle phases. The school keeps the students, parents well informed about safeguarding and health policies.
- The arrangements to keep the students safe at all the times and the monitoring of these arrangements are effective. It also provides regular road safety training for bus drivers. However, the parents' drop off and pickup area are not sufficiently supervised.
- The health and well-being of students are actively supported and promoted. The school makes sure that all the records are accurate, systematic and regularly reviewed.

	KG	Primary	Middle
Care and support	Good	Good	Good

- Teachers, supervisors and the counsellor oversee an effective pastoral care system which promotes the social, personal and emotional development of students. Staff work closely and constructively with students and their families to address any concerns.
- The school is inclusive and welcomes all children. The identification of students' with SEND remains under-developed. Teachers are supported in planning appropriate learning for more vulnerable students but differentiation is not always implemented effectively in all classrooms.
- The school successfully promotes good attendance and punctuality, and effective procedures are in place to both monitor and reward good behaviour. The school provides good support to students and their parents when seeking transition to a secondary school.

For development

- Develop teachers' skills in classroom management techniques.

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND

Acceptable

- The inclusive education team oversee and promote inclusion across all aspects of school provision, including admissions. A revised SEND Policy provides an overview of the provision. The strategic inclusive education improvement plan does not address the school's priorities.
- The identification process begins on entry and in the KG, using referrals, observations, checklists and basic skills assessments. This informs the creation of individual education plans. There is insufficient, reliable data available to ensure the accuracy of the identification process and to plan targeted interventions.
- An open-door policy allows parents to meet with the principal, the SEND coordinator or the class teacher whenever necessary. The coordinator reports to parents regularly, regarding their children's learning programme and progress.
- A range of provision is available to support students with SEND. Although, subject teachers receive guidance on differentiation and appropriate modifications for students. However, the majority of teachers do not use this information effectively and this is detrimental to student progress.
- Most students with SEND are making acceptable to good progress. However, the current system of using internal tests to measure progress does not provide data that can be used to reliably determine actual levels of progress.

For development

- The school's strategic, inclusive education improvement plan should prioritise the professional development and monitoring of teachers.
- Ensure appropriate provision and effective support for students with SEND in all lessons.

6. Leadership and management

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




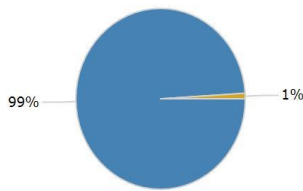
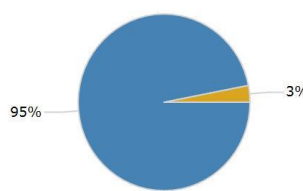
- School leaders have a clear vision. The principal delegates responsibilities to other school leaders, but these are not always linked to the school educational targets and priorities. In addition, overall school improvement is slowed by the lack of effective direction and monitoring which ensures the sharing of best practice in teaching across all subjects and phases.
- The school evaluates itself regularly. Senior leaders work diligently to evaluate collaboratively but they do not always engage middle leaders enough in this process. Although the school has slightly better understanding of effective assessment processes, they are still developing their understanding of how they can best use assessment data to adapt both curricula and teaching.
- The parents remain very supportive of the school and its community. They are involved in supporting students learning. Reporting and general communication with parents is regular. However, reports are not always sufficiently evidence-based to inform next steps in learning, particularly for students with SEND.
- The governing body represents a range of stakeholders and it takes their views into account. Regular visits to the school are carried out by the chair of governors. Meetings with the principal and senior leaders are held and there are acceptable systems in place to hold the principal to account for school standards. The governing body provides the school with the necessary facilities and resources.
- Day-to-day, the school runs smoothly. Most staff are suitably qualified and to supplement this, the school provides effective in-house training and develops partnerships with other schools in Dubai. This enables teachers to improve their skills. Although most classes have sufficient and adequate learning resources, the KG is not as sufficiently provided for with resources for active learning.




For development

- Ensure that all stakeholders, including the school senior and middle leaders, are involved in all aspects of self-evaluation to gain a shared and accurate, ongoing review of school provision.
- Use assessment data to fully inform self-evaluation, teaching, learning and curriculum development.

The views of parents, teachers and senior students

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

 Students No. of responses = 0	 Parents No. of responses = 419	 Teachers No. of responses = 38
Not Applicable	<p>Overall, I am satisfied with the quality of education at my child's school</p>  <p>99% 1%</p> <p>Strongly Agree/Agree Strongly Disagree/Disagree</p>	<p>Overall, I am satisfied with the quality of education at my school</p>  <p>95% 3%</p> <p>Strongly Agree/Agree Strongly Disagree/Disagree</p>

 Students	Not applicable
 Parents	Almost all of parents who responded to the inspection survey are satisfied with the quality of education provided by the school. They feel the school informs them regularly regarding their children's achievement. They feel the school is well led to some extent. However, they would like to accelerate their children's progress. Inspection evidence indicates parents are informed about their children attainment but less effectively regarding their progress.
 Teachers	Almost all teachers that responded, agree with the positive views of parents about the quality of education and the safeguarding that is provided by the school. More than half of them would like the school to provide more training for them and more learning resources, especially in KG. Inspection evidence indicates teachers would benefit from more training.

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